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ABSTRACT

This compilation of descriptions of State testing programs is based upon responses to a mail survey of the departments of education in the 50 States, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands. It was found that 42 of these offer 74 testing programs (with 18 offering two or more), 9 provide only limited testing services, and 8 do not conduct a program. Following an overview of all the data, summaries are presented for each of the programs, with the following types of data provided for each: purposes and objectives, administration and supervision, grades, tests, norms, administration dates, other services, costs, participation, number tested, reference(s), and a name and address for use in obtaining further information. (KM)

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**state
testing
programs!**

**A SURVEY
OF FUNCTIONS,
TESTS,
MATERIALS,
AND
SERVICES**

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STATE TESTING PROGRAMS:

A SURVEY OF

FUNCTIONS, TESTS, MATERIALS, AND SERVICES

March 1968

Evaluation and Advisory Service
Educational Testing Service
Princeton, New Jersey

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FOREWORD

This compilation of descriptions of state testing programs has been prepared in response to many questions regarding the purposes, tests, services, and use of such programs. Although these summaries are brief, it is hoped that they provide sufficient information to answer common basic questions.

It would not have been possible to assemble this material without the cooperation of those listed as responsible for state programs. They not only provided the information requested but reviewed the summaries prepared on the basis of the data they supplied. In addition, the Evaluation and Advisory Service staff wishes to express appreciation to the members of the Conference of Directors of State Testing Programs for encouraging the pursuit of this project.

For the preparation of this document, special acknowledgment is due Harry U. Felton, Professional Assistant in the Evaluation and Advisory Service, who served as coordinator and supervisor for the project. He prepared the original summaries on the basis of information supplied in literature and in correspondence, and then revised them in accordance with the recommendations made by the reviewers of each summary. Mr. Felton also prepared An Overview of State Testing Programs, which follows.

Other EAS staff who participated in this project were: Barbara Pryor, who assisted in gathering information; Louise Ritenour and Estelle Spremulli, who provided editorial services; and the secretarial staff, who prepared the copy for duplication.

Present plans include a periodic review of the status of state programs and the preparation of a revised edition when this seems desirable in terms of the number and nature of changes.

FOREWORD

Suggestions would be welcome for future editions with respect to types of programs that should be included, information that might be added, and time of year when program summaries might best be reviewed.

Anna Dragositz, Director
Evaluation and Advisory Service

AN OVERVIEW OF STATE TESTING PROGRAMS

These summaries of state testing programs are based upon correspondence, publications, and other informational materials submitted by 50 state departments of education and a selected group of colleges and universities. In addition, the education departments of the Canal Zone, Guam, Commonwealth of Puerto Rico, and Virgin Islands were asked to provide information about their testing activities.

Letters were mailed in four stages, covering the six-month period from August 1967 to February 1968:

1. initial inquiry
2. follow-up letter to states not replying to initial inquiry
3. letter and summary of the state's program
(for correction and confirmation)
4. follow-up letter or telephone call to each state
not confirming the summarized information

For the purpose of this survey, a state testing program may be defined as any organized, coordinated, centralized effort to provide some type of test materials or services on a state basis. This definition incorporates a wide spectrum, ranging from states furnishing virtually every conceivable service associated with testing to states that merely offer assistance to schools or school districts in developing or improving their local testing programs.

For example, a number of states recommend that one or more tests be administered in the public schools as a basis for reimbursing school districts with funds authorized by Title V-A of the National Defense Education Act. These states typically provide a listing of tests from which local schools may select those instruments they wish to administer.

Employing our definition, it is possible to distinguish 74 testing programs in 42 states, with 18 states offering two or more programs.

OVERVIEW

Eight states indicated that they do not conduct a program. At least nine additional states provide only limited testing services. The following table portrays the number of states with one or more program:

<u>Number of Programs</u>	<u>Number of States</u>
1	24
2	13
3	2
4	1
5	0
6	1
7	0
8	1

The following 12 categories were developed to facilitate the compilation of pertinent data and to furnish a meaningful and consistent structure to each summary:

Purposes and Objectives: state and federal legislation affecting the program; specific objectives such as guidance, placement, general assessment of academic progress, course evaluation, high school and college equivalency, college admissions, identification of special problems and talent

Administration and Supervision: the state governmental agency, educational institution, or other organization that conducts the program and provides services; the individuals that administer tests

Grades: specific grades, grade levels, or ranges for which the program is designed

Tests: titles, editions, levels, and forms of all instruments used; areas of testing such as intelligence, achievement batteries, achievement tests in individual subjects, multi-aptitude batteries, interest inventories, readiness tests, scholarship examinations; indication of whether the tests are nationally produced, locally developed, or specially constructed by an outside agency

Norms: national or local norms, or both, and varieties of local norms such as state, county, school district, and school

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Administration Dates: exact or seasonal dates of test administration; indication of whether dates are left to the discretion of participating schools or school personnel

Other Services: scoring, reporting, and special score interpretation services; consultations with students and parents (guidance and counseling); professional workshops and in-service training; facilities for handicapped students

Costs: student test fees, costs to participating schools, amount of reimbursement from state and federal governments, special appropriations by state legislature

Participation: voluntary or compulsory participation, programs that are strongly recommended by the state, and those that are required for a specific purpose or in a certain context; types of exemptions such as mentally retarded students; differential participation by public, private, and parochial schools

Number Tested: exact or approximate number of students tested annually and, if possible, the percentage of enrolled students that are tested

Reference(s): titles, authors, and publication dates of all materials and literature describing the program

For Further Information: complete name, title, and address of the person from whom more detailed information may be obtained

A detailed analysis of the accumulated data on eight of these categories follows, with a delineation of national patterns and implications. The Canal Zone, Guam, Puerto Rico, and the Virgin Islands are omitted in this analysis.

Purposes and Objectives

The specific purposes and objectives most frequently cited are listed in the following table:

OVERVIEW

	<u>Programs</u>	<u>States</u>
Guidance (Vocational and Educational Planning)	29	22
Evaluation of Instruction, Courses, Curricula, Programs	25	17
Student Evaluation (Assessment of Academic Progress and Status)	21	13
Scholarships and Other Awards	10	5
Identification of Special Problems and Talents (Diagnostic Testing)	9	7
College Admissions	6	6
Placement and Grouping of Students	5	5
High School and College Equivalency (Awarding of Diplomas and Credits by Examination)	5	3
Others	6	3
No Data Provided	19	17

Administration and Supervision

The number of programs conducted by the state, a college or university, and by a combination of both are indicated below:

	<u>Programs</u>	<u>States</u>
State Governmental Agency Exclusively	50	26
College or University Exclusively	17	7

OVERVIEW

	<u>Programs</u>	<u>States</u>
State Governmental Agency and College or University (Shared Responsibility)	7	9

Grades

Test services are offered in one or more grade at each level by the following number of programs and states:

	<u>Programs</u>	<u>States</u>
K-3	19	14
4-6	28	21
7-9	42	31
10-12	46	32
Adults	5	2
Others	6	4
No Data Provided	11	9

Twenty states provide testing in at least one elementary grade (1-6) and one secondary grade (7-12). Thirteen states test students at all four levels in the elementary and secondary grades, and six additional states offer testing at three of these four levels. Seven states provide test services in every grade from 1 through 12. Persons classified as "Others" include high school graduates, college applicants, students in junior colleges, technical institutes, and regular four-year colleges, and members of the armed forces.

Tests

Tests are analyzed in terms of types, nationally standardized

OVERVIEW

instruments most frequently used, and sources of test construction.

Each principal type of test is administered in the following number of programs and states:

	<u>Programs</u>	<u>States</u>
Intelligence Tests (Scholastic or Academic Aptitude, Ability, Mental Maturity)	38	31
Achievement Batteries	34	27
Achievement Tests in Individual Subjects	33	22
Multi-Aptitude Batteries	20	17
Interest Inventories	7	5
Readiness Tests	7	5
Others	14	8
No Data Provided	9	8

Types of instruments may also be compared on the basis of total occurrence (frequency) and number of different tests. Only nationally standardized tests are included under "Different Instruments."

	<u>Frequency</u>	<u>Different Instruments</u>
Achievement Tests in Individual Subjects	210	14
Achievement Batteries	80	21
Intelligence Tests	65	13
Multi-Aptitude Batteries	25	5
Interest Inventories	11	4
Readiness Tests	7	1

	<u>Frequency</u>	<u>Different Instruments</u>
Others	24	8

Intelligence and achievement testing of some kind are offered in 35 programs and 30 states. Measures of achievement (batteries and/or tests in individual subjects) are provided in 56 programs and 36 states. Eleven programs and 13 states offer both types of achievement testing.

Nationally standardized tests most often mentioned are:

	<u>Programs</u>	<u>States</u>
Lorge-Thorndike Intelligence Tests	12	11
Differential Aptitude Tests	12	10
School and College Ability Tests	11	10
California Short-Form Test of Mental Maturity	10	10
Iowa Tests of Educational Development	10	10
Stanford Achievement Test	10	9
Sequential Tests of Educational Progress	9	8
California Achievement Tests	7	7
Iowa Tests of Basic Skills	7	7
Metropolitan Achievement Tests	6	5
Otis Quick-Scoring Mental Ability Tests	5	5
SRA Achievement Series	5	5

OVERVIEW

The most frequently used nationally standardized test or battery of each type is listed below:

Achievement Battery	-	Iowa Tests of Educational Development
Achievement Test in Individual Subject	-	Cooperative English Tests
Intelligence Test	-	Large-Thorndike Intelligence Tests
Interest Inventory	-	Strong Vocational Interest Blank (for Men and Women)
Multi-Aptitude Battery	-	Differential Aptitude Tests
Readiness Test	-	Metropolitan Readiness Tests

Another significant question is whether a program makes use of nationally standardized tests directly available from test publishers, constructs its own instruments to meet individual needs, or employs the services of an outside agency to develop tests designed specifically for the program. The prevalence of these three types of arrangements, as well as certain combinations, may be seen in the following table:

	<u>Programs</u>	<u>States</u>
Nationally Standardized	54	38
Locally Constructed (By State, School District, or School)	17	7
Developed by Outside Agency	7	4
Nationally Standardized and Locally Constructed	7	6
Nationally Standardized and Developed by Outside Agency	1	3

OVERVIEW

	<u>Programs</u>	<u>States</u>
Locally Constructed <u>and</u> Developed by Outside Agency	0	1
Nationally Standardized, Locally Constructed, <u>and</u> Developed by Outside Agency (All Three)	0	1
No Data Provided	3	3

The number of tests of each variety, in terms of frequency and different instruments, appears below:

	<u>Frequency</u>	<u>Different Instruments</u>
Nationally Standardized	253	66
Locally Constructed	156	151
Developed by Outside Agency	17	15
Total Number of Tests	426	232

Norms

Twenty-five programs and 18 states offer local norms for nationally standardized tests. An additional 21 programs and nine states utilize locally constructed tests or instruments developed by an outside agency. Presumably these 21 programs and nine states provide local norms. Proceeding on this assumption, one might logically conclude that local norms are made available in approximately 46 programs and 27 states. No data concerning norms are provided for 12 programs distributed among 11 states.

OVERVIEW

Administration Dates

The period of test administration most frequently mentioned is the fall (September through November), with October the month most often listed. Tests are administered strictly at the discretion or convenience of participating schools in 31 programs representing 22 states. A classification by month yields the following figures:

	<u>Programs</u>	<u>States</u>
September	11	11
October	17	16
November	12	9
December	4	3
January	5	5
February	5	5
March	7	6
April	5	5
May	4	3
June	2	2
July	1	1
August	1	1

Test administration times without specific month designations are indicated below:

	<u>Programs</u>	<u>States</u>
Fall	2	2
Spring	3	3
Beginning of School Year	3	2
End of School Year	2	2
Periodically or Throughout the Year	4	3
No Data Provided	5	4

Other Services

Services, activities, and materials connected in some way with a testing program are often omitted in summaries prepared by states.

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The following figures are the result of tallying the number of programs and states in which a certain service was definitely mentioned. They should therefore be regarded as highly tentative.

	<u>Programs</u>	<u>States</u>
Reporting	43	25
Scoring	42	25
Scoring <u>and</u> Reporting	40	24
Special Score Interpretation Materials and Services (Such as Item Analysis)	32	19
Professional Workshops and In-Service Training	14	11
Guidance and Counseling (Consultations with Students and Parents)	12	8
Other Services	14	11
No Data Provided	12	8

Included among "Other Services" are research programs, facilities for the handicapped (such as braille tests), biographical forms, and special provisions for make-up testing or retesting.

Participation

With regard to participation, it is difficult to establish a distinct voluntary-compulsory dichotomy. A testing program may be completely voluntary for private schools and certain age groups, compulsory for public schools and specific grade levels, and strongly recommended for other institutions. A program may be generally voluntary (such as scholarship examinations), but an individual must participate if he wishes to earn a particular type of scholarship. Equivalency examinations are commonly taken by students and veterans seeking to

OVERVIEW

obtain high school or college credits or high school diplomas. The decision to participate is entirely theirs, but the test or battery given for this purpose may be the only one accepted by the colleges of their choice.

In this overview, most programs that are not strictly compulsory will be considered voluntary. This category embodies all scholarship programs, high school and college equivalency programs, as well as programs authorized by Title V-A of the National Defense Education Act. Any testing program required of public school students in selected grades is classified as compulsory, although it may be optional for nonpublic schools. Certain exemptions, especially for the mentally retarded, are expected in virtually all programs. Within the framework of this rather tenuous classification scheme, the following table was constructed:

	<u>Programs</u>	<u>States</u>
Voluntary	64	34
Compulsory	8	5
Combination of Voluntary and Compulsory Programs	--	1
No Data Provided	2	2

The appearance of an asterisk (*) in any state summary denotes that no data were provided for that category.

Harry U. Felton

DESCRIPTIONS OF

STATE TESTING PROGRAMS

ALABAMA

STATE: ALABAMA

PURPOSES &
OBJECTIVES: A statewide program has been in operation since 1959. There are no available data on specific objectives.

ADMINISTRATION
& SUPERVISION: The program is conducted by the State Department of Education.

GRADES: 8 and 11

TESTS: California Achievement Tests:
Junior High Level - Form Y (Grade 8)
Advanced Level - Form X (Grade 11)
California Short-Form Test of Mental Maturity:
Level 3 (Grade 8)
Level 4 (Grade 11)

NORMS: State percentiles are provided.

ADMINISTRATION
DATES: Tests are administered in September each year.

OTHER
SERVICES: *

COSTS: 45 cents per student

PARTICIPATION: Tests are given to all students in grades 8 and 11 attending the public schools of Alabama.

NUMBER TESTED: 110,000 students are tested annually.

REFERENCE: Information obtained through correspondence. No publications.

FOR FURTHER
INFORMATION: Ernest Stone
Superintendent of Education
State Department of Education
State Office Building
Montgomery, Alabama 36104

ALASKA

STATE:

ALASKA

There is at present no statewide testing program offered in Alaska. The selection of specific tests is the option of individual school districts.

Districts with guidance programs authorized by Title V-A of the National Defense Education Act submit their planned testing programs for review by the State Guidance Consultant and for approval of the Federal Programs Coordinator.

Further information may be obtained from:

Wanda J. Cooksey
Guidance, Counseling, and Testing Consultant
State Department of Education
Alaska Office Building
Juneau, Alaska 99801

STATE: ARIZONA

There is no statewide testing program per se currently offered in Arizona. The Guidance Services Division of the State Department of Public Instruction serves in a consultative capacity when requested or deemed necessary. Because of wide geographic differences and social economics, each area of the State uses tests that seem to meet its needs most satisfactorily.

Source of information:

Muriel Nelson Gurr
Director, Guidance Services Division
State Department of Public Instruction
Suite 209, Executive Building
1333 West Camelback Road
Phoenix, Arizona 85013

ARKANSAS

STATE: ARKANSAS

PURPOSES &
OBJECTIVES:

No statewide testing program per se is currently offered in Arkansas, but a program for testing seventh grade students under Title V-A of the National Defense Education Act and a program for high school seniors are provided.

ADMINISTRATION
& SUPERVISION:

In the seventh grade program, the State Department of Education approves applications for reimbursement and reimburses local districts at the end of the school year. A certified counselor or a person acceptable to both the local school and the State Department of Education is responsible for testing and test interpretation. "Plan for Testing Program" must be approved by the Director of Guidance Services. Tests in the program for high school seniors are administered by colleges and universities in the State.

GRADES: 7 and 12

TESTS:

Grade 7: mental maturity tests, achievement tests, or both, based on a State-approved list:

California Achievement Tests, 1957 Edition with
1963 Norms:

Junior High Level - Forms W, X, Y, Z

California Short-Form Test of Mental Maturity,
1963 Revision:

Levels 2H, 3

Henmon-Nelson Tests of Mental Ability, Revised
Edition

Grades 6-9

Iowa Tests of Basic Skills

Lorge-Thorndike Intelligence Tests, Separate
Level Edition:

Level 4

Metropolitan Achievement Tests: Advanced Battery

Otis Quick-Scoring Mental Ability Tests: Beta
Test

Pintner General Ability Tests: Verbal Series -
Intermediate Test

SRA Achievement Series: Grades 6-9 - Forms A, B

SRA Primary Mental Abilities (Tests), Original
Edition: Ages 11-17

SRA Tests of Educational Ability: Grades 6-9

Stanford Achievement Test: Advanced Battery

ARKANSAS

Grade 12:

School and College Ability Tests: Forms 4A, 4B

NORMS: State norms for the School and College Ability Tests are prepared by the University of Arkansas.

ADMINISTRATION DATES: There are no stipulated dates. Tests are scheduled at the convenience and discretion of participating schools.

OTHER SERVICES: SCAT scores are reported by the central office at the University of Arkansas to individual participating schools.

COSTS: In the seventh grade program, local schools are reimbursed at a rate of 50 cents per student tested or 50 percent of the total cost of testing, whichever is smaller. SCAT testing is financed by a nominal fee per student tested and by institutions of higher learning.

PARTICIPATION: Voluntary.

NUMBER TESTED: 9,182 students were tested during the 1966-1967 academic year under the seventh grade testing plan for reimbursement.

REFERENCES: Information obtained through correspondence and application forms.

FOR FURTHER INFORMATION: LeRoy Peanington
Director of Guidance Services
State Department of Education
Little Rock, Arkansas 72201

CALIFORNIA

STATE: CALIFORNIA

PURPOSES &
OBJECTIVES:

Upon the recommendation of the Citizens' Committee on Education, the 1961 California Legislature enacted legislation mandating a State testing program for the public schools of California. This legislation gives specific legal recognition to standardized testing of student ability and achievement as a part of the instructional program. In 1965, the California Legislature changed the program to provide for uniform testing in achievement and intelligence. The State Board of Education approved a program of statewide testing in reading and intelligence for grades 6 and 10. The Legislature approved a program to improve reading instruction in the primary grades and mandated the use of standardized statewide tests in reading as part of this program.

ADMINISTRATION
& SUPERVISION:

The State Board of Education designs the testing program and selects tests to be used in it.

GRADES:

1, 2, 3, 6, and 10

TESTS:

Lorge-Thorndike Intelligence Tests, Multi-Level Edition:
Verbal Battery: Level D - Form 1 (Grade 6)
Verbal Battery: Level G - Form 1 (Grade 10)
Stanford Reading Tests:
Primary I Level - Form W (Grade 1)
Primary II Level - Forms W, X (Grades 2 and 3)
Intermediate II Level - Form W (Grade 6)
Tests of Academic Progress: Reading - Form 1
(Grade 10)

NORMS:

State norms are prepared by the Bureau of Education Research, State Department of Education, to assist local school district personnel in interpreting student achievement. California also presents national norms as a further interpretation of test results.

ADMINISTRATION
DATES:

Tests are administered at the end of the school year for grades 1, 2, and 3, and during the month of October for grades 6 and 10.

OTHER
SERVICES:

School district test results are reported annually to each local district board of trustees and are forwarded to the State Department of Education.

CALIFORNIA

California law prohibits the publication of test results by district.

COSTS: In grades 1, 2, and 3, the State provides tests and manuals, but local districts bear the burden of scoring and tabulating test material. Each school district pays for tests and services in grades 6 and 10.

PARTICIPATION: The program is compulsory.

NUMBER TESTED: More than 1,750,000 students are tested annually.

REFERENCES: Reporting Test Information - April 1966 Manual
Reporting Test Information - 1967 Revised Manual

FOR FURTHER INFORMATION: Melvin W. Gipe
Acting Chief, Bureau of Education Research
State Department of Education
Sacramento, California 95814

COLORADO

STATE: COLORADO

PURPOSES &
OBJECTIVES: There is at present no statewide testing program in Colorado requiring the use of specific tests. However, schools participating under Title V-A of the National Defense Education Act must maintain a stipulated program. This program is currently under revision. Information about the 1968-1969 program is not yet available.

ADMINISTRATION
& SUPERVISION: The State Department of Education conducts the program.

GRADES: Tests are administered once at each of the following levels:

Elementary School - Grades 4 through 6
Junior High School - Grades 7 through 9
Senior High School - Grades 9 through 12

TESTS: Achievement and aptitude tests are employed for the identification of talent.

NORMS: *

ADMINISTRATION
DATES: *

OTHER
SERVICES: *

COSTS: *

PARTICIPATION: *

NUMBER TESTED: *

REFERENCE: Information obtained through correspondence. No publications.

FOR FURTHER
INFORMATION: Harold Hoyt
Consultant, Division of Guidance Services
Office of Instructional Services
State Department of Education
State Office Building
201 East Colfax Avenue
Denver, Colorado 80203

CONNECTICUT

STATE: CONNECTICUT

There is currently no statewide testing program offered in Connecticut, nor does the State anticipate developing such a program.

Source of information:

Clarence H. Steinberger
Guidance Consultant
Bureau of Pupil Personnel and Special
Educational Services
State Department of Education
Box 2219
Hartford, Connecticut 06115

DELAWARE

STATE: DELAWARE

PURPOSES &
OBJECTIVES:

Under the provisions of the Delaware State Plan for Title V-A of the National Defense Education Act, tests are administered primarily for guidance purposes. In accordance with the Delaware State Plan for Title I of the Elementary and Secondary Education Act, pre- and post-project tests are given principally for evaluation and reporting purposes.

ADMINISTRATION
& SUPERVISION:

Local school districts are responsible for carrying out the program under the supervision of the Division of Pupil Personnel Services (for NDEA) and the Title I, ESEA office (for ESEA).

GRADES:

Title V-A: in one grade of grades 4, 5, or 6
in one grade of grades 8, 9, or 10

Title I: in all grades that have project participants

TESTS:

Under Title V-A, one ability test and one aptitude test are to be administered. Schools select instruments from a list of nationally published tests including:

California Achievement Tests
California Test of Mental Maturity
Differential Aptitude Tests
Iowa Tests of Basic Skills
Lorge-Thorndike Intelligence Tests
Metropolitan Achievement Tests
Otis Quick-Scoring Mental Ability Tests
School and College Ability Tests
Sequential Tests of Educational Progress
Stanford Achievement Test

Under Title I, reading is evaluated, with some efforts to measure self-expectancy also being made.

NORMS:

National and local norms are employed.

ADMINISTRATION
DATES:

Dates are determined by local schools. Recommendations for Title V-A testing are that the School and College Ability Tests and the Stanford Achievement Test be administered during the fall of grade 8; the Lorge-Thorndike Intelligence Tests, in the fall of grade 4; and the Metropolitan Achievement Tests, during the spring of grade 6.

DELAWARE

OTHER

SERVICES:

Scoring, reporting, consultative services, statistical and research programs are offered.

COSTS:

There are no costs to local school districts for:

Large-Thorndike Intelligence Tests (Grade 4)
Metropolitan Achievement Tests (Grade 6)
School and College Ability Tests (Grade 8)
Stanford Achievement Test (Grade 8)

Included are materials as well as scoring and reporting services.

The California Achievement Tests, California Test of Mental Maturity, Differential Aptitude Tests, Iowa Tests of Basic Skills, Otis Quick-Scoring Mental Ability Tests, Sequential Tests of Educational Progress, and other levels of the Large-Thorndike Intelligence Tests, Metropolitan Achievement Tests, School and College Ability Tests, and Stanford Achievement Test are processed free of charge. This includes scoring, class rosters, and labels, with IO's, stanines, percentiles, and/or grade placements as appropriate, together with means and standard deviations.

PARTICIPATION:

Although test participation is voluntary, it is required for schools that wish to have approved programs under Title V-A and Title I. Only public schools are under the jurisdiction of the State Department of Public Instruction. Children in classes for the mentally retarded are not tested.

NUMBER TESTED:

Approximately 30,000 students are tested annually.

REFERENCE:

Testing in Delaware Schools: A Manual for Counselors and Administrators, by Marian B. Miller (1964)

FOR FURTHER
INFORMATION:

Marian B. Miller
Assistant Supervisor, Testing
State Department of Public Instruction
Box 697
Dover, Delaware 19901

FLORIDA

STATE: FLORIDA

1. Statewide Ninth Grade Testing Program
2. Statewide Twelfth Grade Testing Program

1. Florida Statewide Ninth Grade Testing Program

PURPOSES &
OBJECTIVES:

This program was initiated in 1956 at the request of the public school principals of Florida. At the request of the Steering Committee of the program, Educational Testing Service developed a battery of five tests.

ADMINISTRATION
& SUPERVISION:

The Department of Educational Research and Testing of Florida State University has administrative responsibility for the program. It submits test specifications, reviews proposed tests, and handles the administration of the test battery to all ninth grade students.

GRADE: 9

TESTS:

The battery contains an aptitude test, which is a restricted form of the School and College Ability Tests: Series II, introduced by Educational Testing Service in 1967; and achievement tests in English, science, mathematics, and social studies, which were constructed according to specifications established by the Florida Steering Committee.

NORMS:

National norms are available only for the aptitude test. Florida State University prepares State norms for all tests of the battery.

ADMINISTRATION

DATES:

The tests are administered in the second, third, and fourth weeks of September.

OTHER

SERVICES:

Educational Testing Service scores answer sheets, provides Florida with tapes containing student scores and item response data, and prepares an item and test analysis. Florida prepares score reports.

COSTS:

The costs of the entire program are covered by funds appropriated by the Florida Legislature.

PARTICIPATION: The program is voluntary, although virtually all schools participate.

NUMBER TESTED: 105,000 students are tested each year.

REFERENCE: Examiner's Manual for the Florida Statewide Ninth Grade Testing Program, 1967

FOR FURTHER INFORMATION: Hazen A. Curtis
Professor, Department of Educational Research
and Testing
School of Education
413 Education Building
Florida State University
Tallahassee, Florida 32306

2. Florida Statewide Twelfth Grade Testing Program

PURPOSES &

OBJECTIVES: The program is offered to provide comparable ability and achievement data on all high school seniors. It serves the needs of four groups:

1. college admissions officers - in the selection of a well-qualified student body
2. guidance counselors - in assisting students to evaluate their strengths and weaknesses
3. high school authorities - in curriculum evaluation
4. students and parents - in making plans beyond high school

ADMINISTRATION & SUPERVISION:

The Board of University Examiners of the University of Florida sponsors and conducts the program. Tests are administered by high school personnel. In 1963, arrangements were made to have Educational Testing Service prepare special tests for the program. Specifications were set by an Advisory Committee composed of representatives from Florida secondary schools, universities, community junior colleges, and the Board of Regents.

GRADE: 12

FLORIDA

TESTS: The following instruments are administered: an academic ability test consisting of verbal analogies and mathematical comparisons; and achievement tests in English, mathematics, natural science, and social studies. Also utilized is a reading index based upon performance on the verbal aptitude section of the academic ability test and the achievement tests in English and social studies.

NORMS: Scores are reported in terms of percentile ranks based upon results for Florida high school seniors.

ADMINISTRATION DATES: October

OTHER SERVICES: Included in the program are scoring services, reports to participating schools by alphabetical listings and gummed labels, and special provisions for late or make-up testing shortly after the regular testing date. Complete alphabetical listings are provided for all institutions of higher learning in the State.

COSTS: There are no costs to schools or students.

PARTICIPATION: Although the program is voluntary, it is necessary for admission to State universities. Participation is recommended for all public, private, and parochial schools.

NUMBER TESTED: Approximately 75,000 students are tested each year.

REFERENCE: Florida Statewide Twelfth Grade Testing Program - descriptive brochure

FOR FURTHER INFORMATION: Board of University Examiners
408 Seagle Building
University of Florida
Gainesville, Florida 32601

GEORGIA

STATE:

GEORGIA

No statewide testing program is currently offered in Georgia. Each local school district prepares a systemwide testing program that is designed to meet the specific needs and objectives of its students. The State Department of Education is responsible for approving all local school systems' programs.

Source of information:

Neil C. Gunter
Acting Director, Division of Pupil
Personnel Services
State Department of Education
State Office Building
Atlanta, Georgia 30334

HAWAII

STATE: HAWAII

PURPOSES & OBJECTIVES:

A Minimum Testing Program and Supplementary Testing Program are in operation. The Minimum Testing Program has been designed to provide continuous, consistent, and comparable measures of a student's progress as he moves through the elementary and secondary grades. Test results are used by school personnel for purposes of guidance, instructional planning, program evaluation, and conferences with parents and students. The Supplementary Testing Program consists of standardized tests used by schools to assist teachers in their instructional program and to provide data, general guidance, and for counseling.

ADMINISTRATION & SUPERVISION:

The Minimum Testing Program is developed annually by the State office with the assistance of the Testing Program Advisory Committee, which consists of representatives from the district office, the State office, and the University of Hawaii. The program is presented as an information report to the Superintendent's Curriculum Council and is approved by the Superintendent of Public Instruction. It is under the direction and leadership of the Testing Program, Guidance Branch in the Division of Guidance, Health, and Special Education. The program is carried out in the districts through program assistants, principals, testing coordinators, counselors, and teachers. The Supplementary Testing Program is devised by individual schools to meet particular needs. The tests used in each school's program must be approved by the district superintendent or supervising principal.

GRADES: 2 and 4 through 12

TESTS: Minimum Testing Program, 1967-1968:

California Reading Test, 1957 Edition with
1963 Norms:
Upper Primary Level - Form W
California Short-Form Test of Mental Maturity,
1963 Revision:
Level 1
Differential Aptitude Tests: Form L
School and College Ability Tests: Forms 2A,
2B, 3A, 4A, 5A
Sequential Tests of Educational Progress:
Forms 2A, 2B, 3A, 3B, 4A, 4B

HAWAII

Tests in the Supplementary Testing Program are chosen from the test catalog issued by the State office, List of Standardized Tests Authorized for Use in the State of Hawaii Public Schools. The same tests may not be used in both programs, although a different form of an instrument may be used.

NORMS:

Results of tests in the Minimum Testing Program are reported to the schools as percentile scores and also as grade placement scores for elementary schools. National norms are usually reported in publishers' test manuals. Local norms for all tests in the Minimum Testing Program are available. They are based on the performance of students with the same course of study, general geographical environment, and school organization. State norms and means, individual school means, and means for school districts are included.

ADMINISTRATION DATES:

Minimum Testing Program, 1967-1968: September 25 through October 31; February 12 through February 23; and April 1 through April 5.

OTHER SERVICES:

Hand-scoring is available for tests in the Minimum Testing Program for grade 2 only (tests in grades 4 through 12 are machine-scored). All machine-scoring, IBM services, and some hand-scoring and over-printing are provided by the State office for tests used in the Minimum Testing Program and, to a limited extent, in the Supplementary Testing Program. For tests in the Minimum Testing Program, the IBM service prepares two alphabetical class listings, two rank-order listings in descending order, and an individual profile chart. Some supplementary tests must be hand-scored in the schools. A Standardized Test Record Chart for each student presents a pattern of performance to aid in a better understanding of his academic progress. Test results are interpreted to parents in parent-teacher conferences. Consultations with students and counseling services are provided.

COSTS:

Funds for the purchase of all standardized tests and for the processing of tests in the Minimum Testing Program are obtained from appropriations by the State Legislature (68 cents per student). No charges are made to the schools for the purchase

HAWAII

of authorized supplementary standardized tests if State funds are adequate.

PARTICIPATION: Testing is required of all regularly enrolled students except those who are physically handicapped and those enrolled in certified classes for the mentally retarded.

NUMBER TESTED: 118,000 of 160,000 enrolled students are tested annually in the Minimum Testing Program only. 13,000 are tested in the Supplementary Testing Program.

REFERENCES: Comparative Historical Analysis of Achievement and Ability Testing, Research Report No. 43, June 1, 1967
Item Study Report - Sequential Tests of Educational Progress, Research Report No. 22, March 15, 1966
Item Study Report - Sequential Tests of Educational Progress, Research Report No. 22A, July 15, 1966
List of Standardized Tests Authorized for Use in the State of Hawaii Public Schools, February 1967
"1967-1968 Testing Schedule for the Minimum Testing Program"
"SCAT and STEP Tests" (pamphlet), 1964
Summary Report of Minimum Testing Program, 1965-1966, Research Report No. 26, August 1966
Supplement to Item Study Summary Reports on the STEP Tests, Research Report No. 42, April 6, 1967
"Test Information for Parents" (pamphlet), 1964
Testing in Hawaii Schools, June 1962

**FOR FURTHER
INFORMATION:**

Beatrice Loui
Staff Specialist, Testing
Office of Research
State Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

STATE: IDAHO

PURPOSES &
OBJECTIVES:

The State Plan is offered under the provisions of Title V-A of the National Defense Education Act. The principal objectives of the program are to:

1. assist public schools in the establishment, development, and improvement of testing programs as well as guidance and counseling programs
2. provide data that may contribute to the understanding of students' abilities and aptitudes
3. aid educational and training institutions and prospective employers in assessing the educational and occupational potential of students

ADMINISTRATION
& SUPERVISION:

The program is conducted by local educational agencies under State supervision; specifically, the State Board of Education through the State Department of Education. The State Advisory Committee on Guidance, Counseling, and Testing gives advice on matters regarding amendments of the State Plan.

GRADES: 9 and 11

TESTS: Differential Aptitude Tests (Grade 9)
Iowa Tests of Educational Development (Grade 11)

NORMS: National, State, and local norms are furnished.

ADMINISTRATION
DATES:

Tests may be administered at any time during the month of October.

OTHER
SERVICES:

Machine-scoring and reporting services are provided by private agencies under contracts with the State educational agency. Evaluation of local testing needs and procedures and professional activities such as conferences and workshops are also offered.

COSTS: Participating schools receive a reimbursement of 50 percent of the expenditure for testing materials and scoring services.

IDAHO

PARTICIPATION: The program is voluntary, with all public schools eligible to submit applications to the State Department of Education.

NUMBER TESTED: 22,525 students were tested in October 1967.

REFERENCE: Manual for the Idaho State Plan for Title V-A -
National Defense Education Act of 1958

FOR FURTHER
INFORMATION: Elwyn E. Delaurier
Director, Pupil Personnel Services
State Department of Education
Boise, Idaho 83707

STATE: ILLINOIS

1. Illinois Statewide High School Testing Program
2. Illinois State Scholarship Commission
(Scholarship Program)
3. Illinois County Scholarship Testing Program

1. Illinois Statewide High School Testing Program

PURPOSES &

OBJECTIVES:

The basic objective of the program is to aid schools in student guidance and curriculum evaluation. Although most schools of the State do include results of this testing on the student transcripts that go either to employers or to colleges, the results are not required for those purposes.

ADMINISTRATION
& SUPERVISION:

The University of Illinois at Urbana has conducted this program for the past 25 years. The Center for Instructional Research and Curriculum Evaluation (CIRCE), an operating unit of the College of Education, selects and provides tests, manuals of instruction, and related literature to participating schools. The schools arrange for administration of tests and return all materials to CIRCE, which in turn scores the tests and issues all reports and interpretive materials.

GRADES:

The program is designed for use in the fall of grade 11. Emphasis is placed upon testing all students in a school at that level. The few schools that do not participate in this manner use the program for testing students in a college-bound curriculum only. Quite a number of institutions also test those seniors who have moved into the school after the tests were given in the junior year. Very few schools test all of their juniors and seniors.

TESTS:

The instruments administered are the Abstract Reasoning and Verbal Reasoning Tests of the Differential Aptitude Tests, in addition to three tests developed by CIRCE specifically for this program:

ILLINOIS

Natural Science Reading Comprehension Test
Social Science Reading Comprehension Test
Test of Writing Skills

- NORMS:** Scores are reported in terms of percentiles based on all students taking part.
- ADMINISTRATION DATES:** Participating schools may test at any time from early September until mid-November.
- OTHER SERVICES:** Each student fills out an IBM card calling for biographical data such as father's occupation, student's hoped-for occupation, favorite subject, post-high school educational plans, and related information. This card also serves as an individual student report form, which is returned to the school with percentile scores and a profile consisting of decile scores punched into it. In addition, each school receives a Student Profile Card, which displays qualitative statements instead of scores and which may be used in counseling with students or parents. There is an adhesive label showing scores for each examinee. This label is generally attached to a student's transcript. A roster report form is sent to the school in duplicate, and the school's means on each of the test scores are indicated on this report. The school is also provided a set of "school norms," which display distributions of means for all participating institutions. Every school is given a mimeographed brochure entitled Aids to Interpretation. From time to time special reports are sent to schools.
- COSTS:** Each school is charged 50 cents per student tested plus shipping costs. An institution may obtain extra copies of the profile cards, adhesive-label reports, or roster reports at a nominal additional cost.
- PARTICIPATION:** The program is voluntary, with public and parochial schools participating.

ILLINOIS

NUMBER TESTED: For quite a few years, approximately 63,000 juniors and 2,000 to 4,000 seniors were tested each year in about 525 schools. In 1967-1968 the number dropped to 51,000 students tested in approximately 475 schools.

REFERENCE: 1967-1968 Illinois Statewide High School Testing Program - announcement

FOR FURTHER
INFORMATION:

J. Thomas Hastings
Director, Center for Instructional Research and
Curriculum Evaluation
College of Education
270 Education Building
University of Illinois
Urbana, Illinois 61801

2. Illinois State Scholarship Commission (Scholarship Program)

The Commission uses the American College Testing Program as a partial basis for selecting scholarship winners.

Further information may be obtained from:

Joseph D. Boyd
Executive Director, Illinois State
Scholarship Commission
730 Waukegan Road
Deerfield, Illinois 60015

3. Illinois County Scholarship Testing Program

The American College Testing Program is utilized as a basis for making decisions on county winners.

Further information may be obtained from:

E. T. Sanford
Director, Undergraduate Scholarship Program
Office of Admissions and Records
University of Illinois
707 South Sixth Street
Urbana, Illinois 61801

INDIANA

STATE: INDIANA

PURPOSES &
OBJECTIVES:

The High School Testing Service was begun in 1930 by H. H. Remmers to assist Indiana schools and teachers with measurement and evaluation problems. In 1966, the Measurement and Research Center of Purdue University reorganized the Service to extend its geographic range and to emphasize the development and distribution of subject-matter tests to all high schools and junior high schools.

ADMINISTRATION
& SUPERVISION:

The Service is administered by the Measurement and Research Center. Centralized control of test use is not attempted. All tests are intended for classroom use by teachers according to their own schedules.

GRADES: 7 through 12

TESTS:

The Purdue Series consists of 40 tests in 21 subject-matter areas covering seven categories: commercial, English, foreign languages, home economics, mathematics, science, and social science. Instruments produced by other organizations are not distributed by the High School Testing Service.

NORMS:

Norms are based on Indiana high schools.

ADMINISTRATION
DATES:

Because classroom tests are involved, administration dates are left to the discretion of individual teachers.

OTHER
SERVICES:

Scoring, reporting, and item analysis are available routinely. Assistance with other problems such as test development, specialized norms, and grade reporting are arranged through the Measurement and Research Center.

COSTS:

Prices for materials are listed in the Catalog. The costs of specialized services are negotiated separately for each request.

PARTICIPATION: Voluntary.

NUMBER TESTED: *

INDIANA

REFERENCE: 1967-1968 Catalog - High School Testing Service

FOR FURTHER
INFORMATION:

Charles Van Horn
Director, High School Testing Service
Measurement and Research Center
Purdue University
Lafayette, Indiana 47907

IOWA

STATE:

IOWA

1. Iowa Basic Skills Testing Program
2. Fall Testing Program for Iowa High Schools

1. Iowa Basic Skills Testing Program

PURPOSES & OBJECTIVES:

This program began in 1935 as a voluntary, cooperative effort, a service to Iowa schools. The principal objective is the improvement of classroom instruction through better evaluation procedures. Other objectives include evaluation of local curriculum and improved guidance.

ADMINISTRATION & SUPERVISION:

The program is conducted by Iowa Testing Programs, College of Education, University of Iowa. Tests are administered by local school officials.

GRADES:

3 through 9

TESTS:

Iowa Tests of Basic Skills: Form 3, 4

NORMS:

Student scores: State norms (revised yearly), local school system and local building norms are furnished routinely. National, large city, Catholic, and Midwest regional norms are also available. Percentile norms are reported in terms of current local system performance ("turn-about" norms). In addition, norms for IQ levels are provided.

School average norms: similar to above, with norms also available for districts of varying sizes.

ADMINISTRATION DATES:

Tests are administered from January 2 through February 9.

OTHER SERVICES:

Materials for test interpretation, scoring and reporting services are provided. Also available is a consultant for school systems and parent groups.

COSTS:

Costs to school districts amount to 35 cents per student tested for materials and standard reporting services. Other services are available at cost. Test development, research, and staff are subsidized by royalties from the sale of tests outside Iowa.

PARTICIPATION:

The program is voluntary.

NUMBER TESTED: 296,000 students are tested annually, with 823 public and parochial school systems participating (approximately 95 percent of State districts).

REFERENCES: "Iowa Basic Skills Testing Program (1968)" - descriptive leaflet
Manual for Administrators, Supervisors, and Counselors
"System Identification Sheet" (January 1968)

FOR FURTHER INFORMATION: Albert N. Hieronymus
Director, Iowa Basic Skills Testing Program
N-101 East Hall
University of Iowa
Iowa City, Iowa 52240

2. Fall Testing Program for Iowa High Schools

PURPOSES & OBJECTIVES:

This program was initiated in its present form in 1941. It is a voluntary, cooperative effort whose principal objectives are the improvement of classroom instruction, curriculum evaluation, and educational guidance.

ADMINISTRATION & SUPERVISION:

The program is conducted by Iowa Testing Programs, College of Education, University of Iowa, and is supervised by a full-time director. Tests are administered by local school officials.

GRADES:

9 through 12

TESTS:

Iowa Tests of Educational Development

NORMS:

Student scores: State norms (revised yearly), national, regional, local school system, and local building norms are provided for each grade level. State and local school system percentile ranks are printed routinely on report forms.

Class averages: norms for national, State, and specific size categories within Iowa are furnished.

ADMINISTRATION

DATES:

Tests are administered from September 1 through October 1.

IOWA

OTHER

SERVICES:

Test booklets are loaned to schools. Scoring and reporting services, manuals, and interpretive materials are included in a student fee. A consultant is available to schools and parent groups.

COSTS:

Costs amount to 35 cents per student tested for all materials and standard reporting services. Additional reports are provided at cost, with special purpose norms and item analysis available at extra cost. All local costs are paid by school districts. Test development, research, and staff are subsidized by royalties from the sale of tests outside Iowa.

PARTICIPATION:

The program is voluntary.

NUMBER TESTED:

181,000 students are tested annually, with 491 public, private, and parochial high school districts participating (approximately 95 percent of State districts).

REFERENCES:

Iowa Testing Programs Research Report, No. 1,
March 1966, by Leonard S. Feldt and Robert A. Forsyth
Iowa Tests of Educational Development: Confidential
Summary Report (1967)
Iowa Tests of Educational Development: Item Analysis
Report (1967)
Iowa Tests of Educational Development: List Report
of Scores (1967)

FOR FURTHER
INFORMATION:

Leonard S. Feldt
Director, Iowa High School Testing Program
N-101 East Hall
University of Iowa
Iowa City, Iowa 52240

KANSAS

STATE: KANSAS

PURPOSES &
OBJECTIVES: *

ADMINISTRATION
& SUPERVISION: Guidance and Pupil Personnel Services of the State
Department of Public Instruction is responsible for
the program.

GRADES: 8 through 10. The 1967-1968 program is the last that
will offer tests at the ninth grade level. In the
1968-1969 program, tests will be administered only to
eighth and tenth grade students.

TESTS: Differential Aptitude Tests: Form L (Grade 9)

A choice of one of the following instruments in
grade 10:

California Short-Form Test of Mental Maturity
Differential Aptitude Tests: Form M
Iowa Tests of Educational Development
Lorge-Thorndike Intelligence Tests

NORMS: *

ADMINISTRATION
DATES: *

OTHER
SERVICES: *

COSTS: *

PARTICIPATION: *

NUMBER TESTED: Approximately 130,000 students were tested in the
1966-1967 program.

REFERENCE: Information obtained through correspondence. No
publications.

FOR FURTHER
INFORMATION: Lyle B. Welch
Consultant, Guidance and Pupil Personnel Services
State Department of Public Instruction
Kansas State Education Building
120 East Tenth Street
Topeka, Kansas 66612

KENTUCKY

STATE:

KENTUCKY

1. Pilot Testing Program
2. Title V-A, NDEA Testing Program

1. Pilot Testing Program

PURPOSES & OBJECTIVES:

This program is being conducted with about 31 school districts.

ADMINISTRATION & SUPERVISION:

Supervision is provided by the Division of Guidance Services of the State Department of Education.

GRADES:

4, 8, and 11

TESTS:

The following instruments are commonly used in Kentucky schools:

American College Testing Program
College Board Scholastic Aptitude Test
College Qualification Tests
General Aptitude Test Battery
National Merit Scholarship Qualifying Test
Preliminary Scholastic Aptitude Test

Also, a diagnostic reading test, interest inventory, reading readiness test, and tests of general information in science and social studies are offered.

NORMS:

National norms are used, with regional norms sometimes utilized.

ADMINISTRATION DATES:

Recommended times of administration are the beginning of the school year for grade 4 and the end of the school year for grades 8 and 11.

OTHER SERVICES:

*

COSTS:

*

PARTICIPATION:

Voluntary.

NUMBER TESTED:

14,371 students were tested in the 1966-1967 program, with the grade distribution as follows:

Grade 4 - 5,419
Grade 8 - 5,064
Grade 11 - 3,888

REFERENCE: The Standardized Testing Program: Planning -
Administration - Use, Educational Bulletin,
Vol. XXXIV, No. 3 (March 1966)

FOR FURTHER
INFORMATION:

Kearney Campbell
Director, Division of Guidance Services
State Department of Education
Frankfort, Kentucky 40601

2. Title V-A, NDEA Testing Program

PURPOSES &
OBJECTIVES:

The general goal of the Minimum and Maximum Testing Programs authorized under Title V-A of the National Defense Education Act is the identification of scholastic aptitude and abilities of students early enough in their school careers to be of value in academic and vocational planning.

ADMINISTRATION
& SUPERVISION:

The program is supervised and coordinated in accordance with the Kentucky State Plan for Administration of Title V-A of NDEA. The Division of Guidance Services of the State Department of Education is in charge. Tests are administered by local school systems.

GRADES:

7 through 11

TESTS:

In the Minimum Testing Program, either a mental ability test, achievement test battery, or multi-factor aptitude test is administered to students in one grade at the junior high school level and in one grade at the senior high school level.

In the Maximum Testing Program, a mental ability test may be administered to students in grade 7 or 8 and in grade 9 or 10, and an achievement test battery may be given to students in grade 7 or 8 and in grade 9 or 10. A multi-factor test may be given in lieu of a mental ability test or an achievement test battery. In addition, a multi-factor aptitude test may be administered in grade 11 (General Aptitude Test Battery or College Qualification Tests).

NORMS:

*

KENTUCKY

ADMINISTRATION

DATES:

*

OTHER

SERVICES:

Answer sheets, machine-scoring, profile sheets, test manuals, and other interpretive aids, as well as electrographic pencils, timing devices, and one cumulative record folder for each student tested are provided.

COSTS:

Schools participating in the testing activities alone of the Title V-A program are reimbursed for all items listed above and approved tests. Schools participating in both the testing and guidance activities of Title V-A may request reimbursement for all of the above and additional materials approved under the proposed guidance and counseling activities to the extent of total entitlement of the local school district.

PARTICIPATION:

Voluntary.

NUMBER TESTED:

*

REFERENCE:

Application for High School Participation in
Guidance, Counseling, and Testing Activities
Under NDEA, Title V, Part A, for School Year
1967-1968

FOR FURTHER
INFORMATION:

Kearney Campbell
Director, Division of Guidance Services
State Department of Education
Frankfort, Kentucky 40601

LOUISIANA

STATE:

LOUISIANA

Louisiana does not at present conduct a statewide testing program. Each of the 67 school systems in the State establishes a testing program based on its unique needs. The State does, however, require a minimum testing program in all systems participating under Title V-A of the National Defense Education Act. In accordance with the provisions of this Act, at least one scholastic ability test and one achievement test must be administered in one or more grades at the elementary and secondary school levels (1 through 6 and 7 through 12) in which the funds are being used. Approximately two-thirds of the school systems participated last year. A listing of approved tests may be obtained from the State Department of Education.

Source of information:

Philip J. Coco
Assistant Director, Guidance Section
State Department of Education
Baton Rouge, Louisiana 70804

MAINE

STATE:

MAINE

No statewide testing program is currently offered
in Maine.

Source of information:

Ruth L. Pennell
State Supervisor of Guidance
State Department of Education
Augusta, Maine 04330

STATE: MARYLAND

1. College Scholarship Programs (3)
2. Title V-A, NDEA Testing Program

1. College Scholarship Programs (3)

PURPOSES &
OBJECTIVES:

The General Assembly of the State of Maryland has enacted legislation creating several programs of scholarships for students who need financial help to obtain a college education. These programs may be classified as follows:

1. General State Tuition Scholarships
2. Senatorial Scholarships
3. Teacher Education Scholarships

One criterion used in making the different types of scholarship awards is based on the results of a competitive examination.

ADMINISTRATION
& SUPERVISION:

The Maryland State Scholarship Board administers and supervises the programs and the competitive examination.

GRADES:

In general, high school seniors and high school graduates are eligible to participate.

TEST:

A scholarship aptitude test, prepared each year by a national testing company, is utilized.

NORMS:

State norms are provided.

ADMINISTRATION
DATES:

The multiple scholarship test is always held in November on the third Saturday preceding Thanksgiving Day.

OTHER
SERVICES:

All services and materials relating to the testing programs are arranged through the executive director of the State Scholarship Board.

COSTS:

There is no cost to students participating in the programs. All test fees are paid by the State.

PARTICIPATION:

Voluntary participation by public, private, and parochial students.

MARYLAND

NUMBER TESTED: The number of students tested in November 1966 was approximately 6,200, and the number tested in November 1967 was over 8,000.

REFERENCES: Maryland State Scholarship Board - Fifth Annual Report (June 1967)
"Maryland State Scholarship Programs" - descriptive leaflet (June 1967)

FOR FURTHER INFORMATION: William C. Anthony
Executive Director, Maryland State Scholarship Board
2100 Guilford Avenue
Baltimore, Maryland 21218

2. Title V-A, NDEA Testing Program

The Maryland State Plan stipulates a minimum testing program in accordance with the provisions of Title V-A of the National Defense Education Act. This program includes the administration of a scholastic aptitude test and an achievement test battery at least once in either the seventh, eighth, or ninth grade.

Further information may be obtained from:

Andrew W. Mason
Regional Coordinating Supervisor
State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

MASSACHUSETTS

STATE:

MASSACHUSETTS

Massachusetts does not at present offer a statewide testing program.

Source of information:

Francis J. Farrenkopf
Senior Supervisor, Guidance, Counseling,
and Testing
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

MICHIGAN

STATE: MICHIGAN

PURPOSES & OBJECTIVES:

The Michigan School Testing Service is designed to assist Michigan schools in the evaluation and guidance of student growth and in the study of the curriculum through the use of tests and other evaluative devices. It emphasizes that testing should be a supplementary process. Program I offers suggestions for schools beginning a testing program. Program II is intended to help schools that wish to develop a comprehensive testing program. Every school is encouraged to examine carefully its own needs for test information before building a program.

ADMINISTRATION & SUPERVISION:

The Bureau of School Services of the University of Michigan provides all materials and related services.

GRADES: Kindergarten through grade 12

TESTS:	Grade	Program I	Program II
	K	reading readiness test	reading readiness test
	1	reading test	reading test
	2	reading test	reading test
	3	intelligence test	intelligence test reading test or achievement battery
	4	achievement battery	achievement battery
	5	intelligence test	intelligence test achievement battery
	6	achievement battery	achievement battery
	7	intelligence test	intelligence test achievement battery
	8	achievement battery	achievement battery
	9	aptitude battery	interest inventory aptitude battery
	10	interest inventory	achievement battery
	11	scholarship test	scholarship test
	12	achievement battery	achievement battery interest inventory

Other instruments that may prove helpful are suggested: special prognostic tests for academic subjects such as algebra; problem inventories for individual counseling and group guidance; subject area tests for teachers interested in evaluation of their own courses of study. Any published tests may be used.

MICHIGAN

NORMS: Michigan norms are provided for the Differential Aptitude Tests.

ADMINISTRATION DATES: Schools determine their own testing dates, since programs are individual.

OTHER SERVICES: A test consultant meets with the school staff to suggest: a testing program adaptable to individual school needs; procedures in selecting, administering, and scoring tests; specific ways in which test results can be used in the local school situation; and methods for construction of teacher-made tests. The Bureau of School Services prepares, analyzes, and distributes information concerning the use and interpretation of test results. It also publishes service bulletins and pamphlets. An IBM 1230 test-scoring machine is available. Scoring services are aimed primarily to fill gaps in other services or to provide special services not available elsewhere.

COSTS: A detailed price list is obtainable from the Bureau of School Services.

PARTICIPATION: Voluntary.

NUMBER TESTED: *

REFERENCE: The Michigan School Testing Service, 1967-1968 - descriptive brochure. Other publications are available to participating schools.

FOR FURTHER INFORMATION: Frank B. Womer
Director, Michigan School Testing Service
Bureau of School Services
University of Michigan
401 South Fourth Street
Ann Arbor, Michigan 48103

MINNESOTA

STATE: MINNESOTA

1. Minnesota Statewide High School Testing Program
2. Minnesota Statewide College Testing Program

1. Minnesota Statewide High School Testing Program

PURPOSES &

OBJECTIVES:

The principal objectives of the program are to:

1. provide the services of a central testing program
2. offer at various grades different types of tests from which a school system may choose for its own testing program
3. assist students to find the desirable type of education and training
4. furnish students and their counselors, teachers, and school administrators with information to be considered in educational and vocational planning
5. help high schools to identify superior students early in their academic careers
6. provide educators with a continuous inventory of talents latent in the youth of the State
7. furnish information to further the science of predicting human behavior and to educate young people

ADMINISTRATION

& SUPERVISION:

The program is administered by the Student Counseling Bureau, Office of the Dean of Students, University of Minnesota. The Minnesota Committee on High School-College Relations serves as an advisory group.

TESTS &

GRADES:

Tests	Grades						Cost Per Student	Number Tested in 1967-1968
	7	8	9	10	11	12		
Differential Aptitude Tests:								
Form A		x	x	x			\$1.00	45,000
Iowa Tests of Educational Development: Form 4			x	x	x	x	1.15	40,000
Large-Thorndike Intelligence Tests, Multi-Level Edition	x	x	x				.50	37,000
Minnesota Counseling Inventory			x	x	x	x	.55	5,000
Minnesota English Test					x	x	.40	6,000

MINNESOTA

Tests	Grades						Cost Per Student	Number Tested in 1967-1968
	7	8	9	10	11	12		
Minnesota Vocational Interest Inventory					x	x	.65	3,000
Stanford Achievement Test: Forms W, X			x	x	x	x	1.15	6,000
Strong Vocational Interest Blanks						x	.65	25,000

NORMS: Minnesota norms for all public and private high schools are provided. In addition, local school district norms are available for all tests except the Minnesota Counseling Inventory, Strong Vocational Interest Blanks, and Minnesota Vocational Interest Inventory. Scores are combined over a two-year period for smaller schools in order to obtain a larger and more stable norm group.

ADMINISTRATION

DATES: Tests are given in the fall.

OTHER

SERVICES: Reports include an individual student report form with interpretive explanations, pressure-sensitive labels, rosters, distribution of scores, and a local norm table. A full-time consultant works with schools.

COSTS: See TESTS & GRADES. Costs are paid by local school districts. High schools can be reimbursed from funds under Title V-A of the National Defense Education Act by the State Department of Education for 50 percent of the costs of administering two achievement batteries and two aptitude tests.

PARTICIPATION: Voluntary.

NUMBER TESTED: See TESTS & GRADES.

REFERENCES: Counseling and the Use of Tests: A Manual for the Statewide Testing Programs of Minnesota, by Ralph F. Berdie et al. (1962 Revised Edition)
Minnesota Testing Programs, by Edwin G. Joselyn (1967)
Minnesota Test-Norms and Expectancy Tables (1967 Revised Edition)
Student Counseling Bureau Newsletter, published three times during the school year by the Student Counseling Bureau, University of Minnesota

MINNESOTA

FOR FURTHER INFORMATION:

Arthur E. Smith
Director, Student Counseling Bureau
101 Eddy Hall
University of Minnesota
Minneapolis, Minnesota 55455

2. Minnesota Statewide College Testing Program

PURPOSES & OBJECTIVES:

The principal objectives of the program are to:

1. assist students to find the desirable type of education and training
2. provide students and their counselors, teachers, and school administrators with information to be considered in educational and vocational planning
3. help high schools and colleges to identify superior students early in their academic careers
4. assist colleges in classifying according to their needs those students who have been admitted
5. furnish educators with a continuous inventory of talents latent in the youth of the State
6. provide information to further the science of predicting human behavior and to educate young people

ADMINISTRATION & SUPERVISION:

The program is administered by the Student Counseling Bureau, Office of the Dean of Students, University of Minnesota. It is sponsored and paid for by the Association of Minnesota Colleges. Major policy is established by the Minnesota Committee on High School-College Relations, a committee of the Association of Minnesota Colleges and the Minnesota Association of Secondary School Principals with representation from other Minnesota educational organizations.

GRADE:

11

TEST:

The Minnesota Scholastic Aptitude Test (MSAT), a short form of the Ohio State University Psychological Test, is offered.

MINNESOTA

NORMS:

Percentile rank scores furnished in all reports are based on a norm group consisting of entering freshmen in Minnesota colleges who took the test as high school juniors. Numerous other norms, such as the entire population of Minnesota juniors and entering freshmen in most Minnesota colleges, are also available.

ADMINISTRATION

DATES:

The test is given in January and early February.

OTHER

SERVICES:

At the end of each school year, every Minnesota high school submits a roster of its junior class giving each student's high school grade average through the end of the junior year. These grade averages are converted to high school percentile ranks (HSR) giving each student's percentile rank in his own high school class.

A questionnaire concerning post-high school plans, school activities, parent occupation and education, religious preference, and long-range occupational plans is completed by each student at the time the Minnesota Scholastic Aptitude Test is taken.

Reports are sent to each high school in late summer. These include a roster of students' names, addresses, HSR, MSAT raw scores and percentiles, religious preferences, and college choice, if any. A pressure-sensitive label is also provided for each student showing HSR and MSAT scores. All Minnesota colleges receive a complete file of the rosters. High schools have these data for counseling seniors for their entire twelfth grade year, and every college has the data for the entire population of graduating Minnesota seniors a year before the students enroll in college.

Questionnaire responses are compiled by sex and for total group for each high school and for the entire State. Each school receives tables of its seniors' responses and State responses.

Provision is also made for make-up testing of seniors who did not take the MSAT in their junior year and for retesting seniors whose junior scores are inconsistent with other evidence of academic potential.

COSTS:

About \$30,000 per year. Costs are paid by members of the Association of Minnesota Colleges.

MINNESOTA

PARTICIPATION: The program is voluntary, but more than 99 percent of Minnesota high schools participate. Schools must test all members of the junior class if they participate.

NUMBER TESTED: 62,783 students were tested in 1966-1967.

REFERENCES: Counseling and the Use of Tests: A Manual for the Statewide Testing Programs of Minnesota, by Ralph F. Berdie et al. (1962 Revised Edition)
Minnesota Testing Programs, by Edwin G. Joselyn (1967)
Minnesota Test-Norms and Expectancy Tables (1967 Revised Edition)
Student Counseling Bureau Newsletter, published three times during the school year by the Student Counseling Bureau, University of Minnesota

FOR FURTHER
INFORMATION:

Arthur E. Smith
Director, Student Counseling Bureau
101 Eddy Hall
University of Minnesota
Minneapolis, Minnesota 55455

STATE:

MISSISSIPPI

No statewide testing program is currently offered in Mississippi. The State does, however, issue a recommended test list from which local school districts may select instruments they wish to purchase. These tests are recommended for use in the Mississippi Guidance, Counseling, and Testing Program under provisions of Title V-A of the National Defense Education Act for the period of July 1, 1967 through June 30, 1968. Tests for use in elementary and secondary grades, junior colleges, and technical institutes are categorized as: 1. Multi-score mental ability tests; 2. achievement tests; and 3. tests of general (educational) development. It is recommended that financial reimbursement for tests be limited to the most recent edition of each.

Further information may be obtained from:

Ralph Brewer
Supervisor of Guidance
Division of Instruction
State Department of Education
Jackson, Mississippi 39205

MISSOURI

STATE: MISSOURI

PURPOSES &
OBJECTIVES:

The testing program is carried on under provisions of Title V-A of the National Defense Education Act. A primary objective is to provide student assessment information for use in the guidance and counseling program. Another objective is to furnish such information as may be needed to assist institutions and prospective employers in evaluating the educational and occupational potential of students seeking admission to educational or training institutions or employment.

ADMINISTRATION
& SUPERVISION:

The program is conducted by the State Department of Education, with machines and facilities provided for under contract with the University of Missouri. Tests are administered by local schools. All other services are furnished by the University.

GRADES:

Elementary Program: 4 through 8
Secondary Program: 9 through 12

TESTS:

Individual schools select from a list those tests they find useful and necessary in meeting their particular needs.

Elementary Program:

- California Achievement Tests
- California Short-Form Test of Mental Maturity
- Henmon-Nelson Tests of Mental Ability
- Iowa Tests of Basic Skills
- Lorge-Thorndike Intelligence Tests
- Metropolitan Achievement Tests
- Otis Quick-Scoring Mental Ability Tests
- Stanford Achievement Test

Secondary Program:

- California Achievement Tests
- California Short-Form Test of Mental Maturity
- Differential Aptitude Tests
- *General Aptitude Test Battery
- Iowa Tests of Educational Development
- **Lorge-Thorndike Intelligence Tests
- Multiple Aptitude Tests
- Ohio State University Psychological Test
- School and College Ability Tests
- Sequential Tests of Educational Progress
- **Stanford Achievement Test
- **Tests of Academic Progress

MISSOURI

*Scored by a private service.

**Currently being used only experimentally and at special request of local schools.

NORMS: Publishers' norms are employed except when deemed inappropriate for Missouri students.

ADMINISTRATION
DATES:

The administration of tests is scheduled at times designated by local schools in order to fit their own testing designs.

OTHER
SERVICES:

Elementary Program: Only a scoring service is provided. Answer sheets are ordered from the Missouri Statewide Testing Service, from stock consigned by test publishers. Local schools are billed for answer sheets by test publishers. Each school must furnish its own test booklets.

Secondary Program: Test booklets, answer sheets, manuals, and a scoring service are provided.

Local educational agencies maintain records of scores and make test results available to employed school personnel, students, teachers, and parents. Consultative services are available from the State Department of Education and other State agencies and institutions.

COSTS: Services are provided to schools at no charge, with the exception of return postage.

PARTICIPATION: Not specified.

NUMBER TESTED: An estimated 70,000 elementary school students and 225,000 secondary school students were tested during the 1966-1967 academic year. This was the first year the elementary program was in effect.

REFERENCE: Missouri State Plan: Instructions and Provisions - Guidance, Counseling, Testing, Bulletin No. 2 (February 1967)

FOR FURTHER
INFORMATION:

Robert T. Wollberg
Assistant Supervisor, Missouri Statewide Testing
Service
Quonset West of Jesse
University of Missouri
Columbia, Missouri 65201

MONTANA

STATE:

MONTANA

No statewide testing program is currently offered in Montana. However, schools participating in a program authorized by Title V-A of the National Defense Education Act must administer an achievement test battery at the elementary school level and an aptitude test battery at the secondary school level.

Further information may be obtained from:

James W. Fitzpatrick
Guidance Services Supervisor
State Department of Public Instruction
Helena, Montana 59601

STATE:

NEBRASKA

No statewide testing program per se is currently conducted in Nebraska. Schools of the State are, however, offered a publication, The Nebraska Blue Print for a School Testing Program, which provides information about setting up and administering a program, interpreting tests, and related questions. The State also distributes a list of approved tests for administration to students under Title V-A of the National Defense Education Act. These tests cover the areas of scholastic aptitude, academic achievement, and general aptitude.

Further information may be obtained from:

Stanley Vasa
Consultant, Guidance Services
State Department of Education
P. O. Box 94727
Lincoln, Nebraska 68509

The Examinations Service of the University of Nebraska has responsibility for the Regents Scholarship Examination and the High School Mathematics Examination.

The Regents Scholarship Examination, first offered about 1930, was administered October 5 and 7 in 1967 to 6,854 Regents Scholarship contestants from 388 Nebraska high schools. It was given to an additional 1,254 students for placement purposes. The examination, of which alternative forms were provided for the 1967 administrations, yields five scores: English Usage and Literature; History and Social Studies; Mathematics; Natural and Physical Sciences; and Composite. 1967 scores of Nebraska high school seniors were reported in December.

The High School Mathematics Examination is prepared by a committee with members representing the Mathematical Association of America, Society of Actuaries, and National Council of Teachers of Mathematics. Nebraska sponsors are the Nebraska Sections of the MAA and NCTM, the Nebraska Actuaries Club, and the Nebraska Academy of Sciences. A total of 5,752 test papers for the 1967 Mathematics Contest were returned to the Examinations Service for scoring and reporting. 179 high schools in Nebraska, 23 in South Dakota, and 1 in Iowa were represented. The eighteenth annual

NEBRASKA

administration of the examination was held
March 9, 1967.

Further information concerning the Regents
Scholarship Examination and the High School
Mathematics Examination may be obtained from:

Henry M. Cox
Director, University Examinations Service
225 Nebraska Hall
University of Nebraska
Lincoln, Nebraska 68508

STATE:

NEVADA

There is at present no statewide testing program offered in Nevada. The State does, however, publish a booklet, Guidance, Counseling, and Testing Services: Guidance Handbook, by Frank R. Brown. This publication contains information about the principal uses of tests and presents general plans of tests to be used in elementary schools and at the high school level.

Further information may be obtained from:

Frank R. Brown
State Supervisor, Guidance and Pupil
Personnel Services
State Department of Education
Heroes Memorial Building
Carson City, Nevada 89701

NEW HAMPSHIRE

STATE: NEW HAMPSHIRE

1. Statewide Eighth Grade Testing Program
2. Statewide Tenth Grade Testing Program

1. New Hampshire Statewide Eighth Grade Testing Program

PURPOSES &
OBJECTIVES:

By computing a composite prognostic score, one may obtain an overall assessment of a student's academic ability and achievement. This score could then be used in sectioning students, adapting classroom instruction to individual needs, and in vocational and educational planning.

ADMINISTRATION
& SUPERVISION:

The State Department of Education sponsors and supervises the program in cooperation with the Bureau of Educational Research and Testing Services, University of New Hampshire.

GRADE: 8

TESTS: School and College Ability Tests: Form 3B
Stanford Achievement Test: Advanced Battery - Form W

NORMS: National and State norms are provided.

ADMINISTRATION
DATES:

The testing period comprises the entire month of October and the first two weeks of November.

OTHER
SERVICES:

Scoring is done by the Digitek Optical Scanner at the Bureau of Educational Research and Testing Services. Statistical analysis and printing of test results are accomplished on the IBM 360, Model 40 computer at the University of New Hampshire. Reports to participating communities include a computer printout on plain paper, a set of pressure-sensitive labels and rosters, and student profile charts.

COSTS: The costs of participation are shared by local school districts and the State Department of Education under the provisions of Title V-A of the National Defense Education Act.

PARTICIPATION: The program is voluntary.

NUMBER TESTED: In 1966, 6,874 students were tested, with 117 schools participating.

REFERENCE: Annual New Hampshire Statewide Grade 8 Testing
Program (Fall 1966)

FOR FURTHER
INFORMATION:

James V. Carr
Consultant, Guidance, Counseling, and Testing
State Department of Education
410 State House Annex
Concord, New Hampshire 03301

2. New Hampshire Statewide Tenth Grade Testing Program

PURPOSES &
OBJECTIVES:

New Hampshire public high schools and public academies have participated in a statewide standardized testing program each year since 1950. There are two chief purposes of the current program. First, school counselors, principals, and teachers use test results to assist students in making appropriate decisions based on more realistic knowledge of their verbal abilities. Secondly, each school district may use results to make judgments concerning the effectiveness of the development of verbal abilities in the school program. Since most eventual dropouts are still in school in grade 10, the testing program is offered at a time when the greatest number of students have completed the most schooling.

ADMINISTRATION
& SUPERVISION:

The State Department of Education sponsors and supervises the program in cooperation with the Bureau of Educational Research and Testing Services, University of New Hampshire.

GRADE:

10

TESTS:

Cooperative English Tests: Form 2C
School and College Ability Tests: Form 2B
Stanford High School Mathematics Test: Form X
Stanford High School Numerical Competence Test: Form X

NORMS:

National and State norms are provided.

ADMINISTRATION
DATES:

The testing period comprises the entire month of October and the first two weeks of November.

OTHER
SERVICES:

Scoring is done by the Digitek Optical Scanner at the Bureau of Educational Research and Testing Services. Statistical analysis and printing of test results are

NEW HAMPSHIRE

accomplished on the IBM 360, Model 40 computer at the University of New Hampshire. Reports to participating communities include a computer printout on plain paper, a set of pressure-sensitive labels and rosters, and student profile charts.

COSTS:

The costs of participation are shared by local school districts and the State Department of Education under the provisions of Title V-A of the National Defense Education Act.

PARTICIPATION:

The program is voluntary.

NUMBER TESTED:

In 1966, 9,447 students were tested, with 74 schools participating.

REFERENCES:

Annual New Hampshire Statewide Grade 10 Testing Program (Fall 1966)
Three-Year Report of the New Hampshire Statewide Grade 10 Testing Program, 1963-1965

FOR FURTHER INFORMATION:

James V. Carr
Consultant, Guidance, Counseling, and Testing
State Department of Education
410 State House Annex
Concord, New Hampshire 03301

STATE: NEW JERSEY

PURPOSES &
OBJECTIVES:

In accordance with the provisions of Title V-A of the National Defense Education Act, a testing program is offered whose objectives are to:

1. provide the opportunity for a more adequate testing program
2. encourage more effective use of test results in the guidance process
3. furnish such information about the aptitudes and abilities of students as may be needed in connection with the counseling and guidance program under the State Plan
4. provide data to assist institutions and prospective employers in assessing the educational and occupational potential of students for admission to educational or training institutions or employment.

ADMINISTRATION
& SUPERVISION:

The program is conducted by the Office of Secondary Education, State Department of Education. Counselors in local secondary schools administer the tests. Scoring services are provided by private agencies.

GRADES:

Tests are given no earlier than the seventh grade and no later than the ninth grade.

TESTS:

The instruments employed are multi-factor aptitude or ability tests available from test publishers.

NORMS:

National and local norms are used.

ADMINISTRATION
DATES:

Tests are administered at the discretion of local school districts.

OTHER
SERVICES:

All services and materials relating to the administration of a multi-factor ability or aptitude test are furnished.

COSTS:

Approximately one-third of the costs are paid by Title V-A, NDEA funds. Local school districts pay the remainder.

NEW JERSEY

PARTICIPATION:

The program of testing is compulsory for all public school districts participating in the Title V-A program of guidance, counseling, and testing. This testing is referred to as the qualifying test for participation. Only public schools are eligible. Private and parochial schools in the State are eligible to participate in a comparable testing program, but the U. S. Office of Education administers this program from its Washington, D. C. offices.

NUMBER TESTED:

Approximately 90,000 students are tested annually in public schools.

REFERENCES:

Application for Project Approval, Title V-A,
National Defense Education Act, Guidance
(1967-1968)
Title V-A Manual, National Defense Education
Act (1967-1968 Edition)

FOR FURTHER INFORMATION:

Charles J. Tabler
Consultant in Guidance and Testing
Office of Secondary Education
Division of Curriculum and Instruction
State Department of Education
225 West State Street
P. O. Box 2019
Trenton, New Jersey 08625

NEW MEXICO

STATE:

NEW MEXICO

There is at present no statewide testing program offered in New Mexico. The State does, however, conduct "an achievement level survey at selected grades for the purpose of curriculum upgrading." The tests that are used are standardized nationally.

Source of information:

Kermitt K. Stuve
Assistant Director, Guidance Services
State Department of Education
Capitol Building
Sante Fe, New Mexico 87501

NEW YORK

STATE: NEW YORK

1. College Proficiency Examination Program
2. High School Equivalency Testing Program
3. Pupil Evaluation Program
4. Regents Examinations
5. Regents Literacy Test
6. Regents Scholarship and College Qualification Test
7. School Testing Services
8. Standardized Tests

1. New York State College Proficiency Examination Program

PURPOSES &
OBJECTIVES:

The program was established by the State Education Department to provide educational opportunities of the State to individuals who had acquired college-level knowledge in ways other than through regular classroom attendance. Almost 200 college faculty members serve as consultants to the program. Individual colleges and universities grant course credits based on the examinations, which are also utilized in the teacher certification process in New York State. It is not necessary to be a resident of the State to take a College Proficiency Examination. The New York State Board of Regents recommends that no more than half of the credits earned for a degree be granted on the basis of examination alone.

ADMINISTRATION
& SUPERVISION:

The program is coordinated by the State Education Department, but academic standards reflected in the examinations are determined by outstanding faculty members from campuses across the State. Each college and university sets its own policies and standards for granting credit.

GRADES:

Administered to persons of varying backgrounds, experience, and interests: college students, adults, members of the armed forces, foreign and transfer students.

TESTS:

Examination specifications are drawn up and many questions are constructed by college faculty members working in committees (usually of five members). Some examinations are prepared under the direction of the State Education Department. Certain examinations in the program are obtained

from other examining agencies and may be part of other national examination programs. With the exception of foreign languages, CPE's parallel in topics covered and objectives measured courses offered in colleges and universities of the State. Most examinations are three hours in length. They vary in format and may include multiple-choice, short answer, and essay and problem questions. Examination titles are as follows:

- Accounting
- American Education, History of
- American Government
- American History
- American Literature
- Anthropology A
- Anthropology B
- Applied Music
- Biology
- Calculus A
- Calculus B
- Chemistry
- Criminology
- Earth Science
- Economics
- Educational Psychology
- Engineering Graphics A (Drawing for Design)
- Engineering Graphics B (Drawing for Analysis and Synthesis)
- European History
- Foreign Languages (administered by Educational Testing Service in the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students):
 - French
 - German
 - Italian
 - Russian
 - Spanish
- Freshman English
- Geology
- Philosophy of Education
- Physics
- Shakespeare
- Sociology
- Statistics
- Tests and Measurements
- Western Civilization

NEW YORK

ADMINISTRATION

DATES:

Tests are administered primarily in the spring and in late December. Testing centers are located throughout the State on college and university campuses. CPE's in Foreign Languages are given in April, September, and November.

OTHER

SERVICES:

The college faculty members who serve as consultants rate candidates' answers and determine levels of performance on the examinations needed to achieve satisfactory (or better) CPE grades. A five-letter grading scale is used: A, B, C, D, and F. In general, colleges require a minimum grade of C before credit will be granted. Individual cumulative records of CPE grades are kept by the State Education Department. At the candidate's request, his grade is sent to a college or other agency (as part of the examination fee).

COSTS:

The fee for each examination is \$15. A copy of a candidate's answers on the essay or problem sections of an examination are sent free of charge to any college requesting it. The charge for each additional report sent to a college or other agency (at the candidate's request) is \$2.

PARTICIPATION:

*

NUMBER TESTED:

About 400 tests were administered in the 1966-1967 academic year.

REFERENCE:

The New York College Proficiency Examination
Program, 1966-1967

FOR FURTHER INFORMATION:

John McGuire
Chief, Bureau of Higher and Professional Educational
Testing
State Education Department
Albany, New York 12224

2. New York State High School Equivalency Testing Program

PURPOSES &

OBJECTIVES:

This program offers adult residents of New York State who have not completed their high school education in the regular manner an opportunity to

demonstrate educational growth and maturity. An adult who attains satisfactory scores on the High School Equivalency Examination is eligible to receive a New York State High School Equivalency Diploma. Since admissions requirements vary for individual colleges, the applicant should consult the admissions officers of the college of his choice concerning specific requirements.

**ADMINISTRATION
& SUPERVISION:**

The program is conducted by the State Education Department.

GRADES:

With several exceptions, only adults who are bona fide legal residents of the State may be tested.

TESTS:

The High School Equivalency Examination is a battery of five tests called the Tests of General Educational Development. Each of these tests requires approximately two hours to complete, and the total battery requires two days. The tests are objective and cover the following five subject areas:

- Test No. 1 - Correctness and Effectiveness of Expression
- Test No. 2 - Interpretation of Reading Materials in the Social Studies
- Test No. 3 - Interpretation of Reading Materials in Natural Sciences
- Test No. 4 - Interpretation of Literary Materials
- Test No. 5 - General Mathematical Ability

NORMS:

The tests are standardized on a nationwide sample of high school graduates. The minimum standard scores required for issuance of a New York State High School Equivalency Diploma are 35 on each test and a total of 225 on all five tests in the battery.

**ADMINISTRATION
DATES:**

The test battery is administered at periodic intervals throughout the year in official testing agencies (centers) approved by the State Education Department. A list of communities in which official testing agencies have been established and the testing dates of each may be obtained by writing to the Division of Educational Testing, State Education Department.

NEW YORK

OTHER

SERVICES:

Application forms and information relating to the program are obtainable from official testing agencies, principals of approved schools, and the State Education Department. Test results are mailed to an applicant after the application has been processed and the answer papers have been scored by the State Education Department. Successful applicants receive the State High School Equivalency Diploma with the test results.

COSTS:

A fee of \$6 in the form of a check or money order, made payable to the State Education Department, must be submitted with each application for a High School Equivalency Diploma.

PARTICIPATION:

The test battery is required for anyone who seeks a New York State High School Equivalency Diploma.

NUMBER TESTED:

Approximately 15,000 persons are tested annually.

REFERENCES:

Handbook on Examinations and Scholarships (1966)
The New York State High School Equivalency
Testing Program: General Information and
Testing Schedule (Sept. 1, 1966 - Aug. 31, 1967)

FOR FURTHER INFORMATION:

John McGuire
Chief, Bureau of Higher and Professional Educational
Testing
State Education Department
Albany, New York 12224

3. New York State Pupil Evaluation Program

PURPOSES &

OBJECTIVES:

The program was established in the fall of 1965 to provide:

1. teachers with test results for immediate use in planning instruction at the beginning of the school year
2. schools with a complete summary of all scores, along with pertinent, related data for meaningful interpretation of student achievement

3. school systems with summary and interpretive data for each school and with systemwide summaries and interpretive reports
4. the State Education Department with an extensive data bank of test information and with statewide summaries that will provide broad views of student achievements and needs

In essence, the program is an annual inventory of the achievement status of every student in selected grades in the State.

**ADMINISTRATION
& SUPERVISION:**

The program is conducted by the State Education Department and the tests are administered by teachers to class-size groups in homerooms or regular classes.

GRADES:

1, 3, 6, and 9

TESTS:

Arithmetic Tests for New York State Elementary Schools (testing time: 45 and 60 minutes)
(Grades 3 and 6)
Minimum Competence Test in Arithmetic Fundamentals for New York State Secondary Schools (40 minutes) (Grade 9)
Minimum Competence Test in Reading for New York State Secondary Schools (40 minutes)
(Grade 9)
New York State Readiness Tests (60 minutes)
(Grade 1)
Reading Tests for New York State Elementary Schools (35 and 40 minutes) (Grades 3 and 6)

Except for the New York State Readiness Tests (a special printing of a new form of the Metropolitan Readiness Tests), these instruments are survey tests developed by the State Education Department and based upon New York State courses of study.

NORMS:

Normative data are available for four to seven different reference groups so that achievement of students in each school or school system--public, Roman Catholic, or other private--can be compared with that of all students in a school system, school district, or county, or with that of students in

NEW YORK

all schools in a similar type of community, or all public schools in the State as a whole. A minimum competence achievement level has been established. In the State as a whole about 23 percent of enrolled students fall below this level.

ADMINISTRATION

DATES:

Tests are administered at the beginning of each school year.

OTHER

SERVICES:

A complete manual of directions for administering the testing program is provided with test materials. Scores are reported by schools to the State Education Department on "machine readable" score distribution report forms. These forms are processed through contract with a computer service, and a summary table and score distribution table are prepared for each school building and school system. The State Education Department maintains a copy of each school and school system report on file in the Bureau of Pupil Testing and Advisory Services.

COSTS:

All test materials are furnished by the State Education Department at no cost to schools.

PARTICIPATION:

The program is administered to students in every public and nonpublic school in the State. Students in classes for children with retarded mental development and those with severe physical or emotional handicaps are exempted from testing. Non-English speaking students are also exempted from testing but their scores are reported as zero and their achievement (or lack of it) included in the test results.

NUMBER TESTED:

Grade 1 - 326,270 students (99 percent of enrollment)
Grade 3 - 322,368 students (99 percent of enrollment)
Grade 6 - 297,112 students (99 percent of enrollment)
Grade 9 - 233,883 students (89 percent of enrollment)

Four-grade total: 1,179,633 students (figures based on the 1966-1967 program)

REFERENCE:

The New York State Pupil Evaluation Program (1967)

FOR FURTHER
INFORMATION:

Priscilla Hayward
Chief, Bureau of Pupil Testing and
Advisory Services
State Education Department
Albany, New York 12224

4. New York State Regents Examinations

PURPOSES &
OBJECTIVES:

These examinations are designed for students of average and above-average ability. Their major purposes are to:

1. furnish schools with a yardstick for evaluating academic progress
2. establish a uniform State standard of achievement that is fair and equitable for students in all schools, large or small
3. provide a strong supervisory instrument by which high academic achievement and quality teaching can be stimulated throughout the State
4. predict success in further study, both in high school and college

ADMINISTRATION
& SUPERVISION:

The examinations are administered under the authority of the Board of Regents of the University of the State of New York. Policy is executed by the Commissioner of Education, the chief executive officer of the Regents. To advise in establishing policy for Regents examinations, the Regents appoint the State Examinations Board. With broad representation from all branches of the educational profession, the State Examinations Board provides an opportunity for the formulation of an integrated and coordinated program. The administration of the examinations in each school is under the direct supervision and responsibility of the principal, who is the official deputy of the State Education Department.

GRADES:

9 through 12

NEW YORK

TESTS:

End-of-course achievement examinations, based on New York State courses of study, cover 24 different high school subjects. Fifty new examinations are prepared annually by committees of classroom teachers who are actively engaged in teaching the subjects and therefore acquainted with course objectives. The examinations are pretested on students in high school classes, edited, and reviewed independently by other classroom teachers and a committee of principals and superintendents. Regents examinations are administered in the following subjects:

Business:

- Bookkeeping, 2 years
- Business arithmetic
- Business law
- Combination shorthand, typewriting
and transcription
- Shorthand 2 and transcription
- Typewriting

English

Foreign Languages:

- French, 3 years
- German, 3 years
- Hebrew, 3 years
- Italian, 3 years
- Latin, 2 years
- Spanish, 3 years

Mathematics:

- 9th year mathematics
- 10th year mathematics
- 11th year mathematics

Science:

- Biology
- Chemistry
- Earth science
- Physics

Social Studies:

- American history, 1 year
- American history, 2 years
- American history and
world backgrounds
- World history

NORMS: Percentile norms are provided periodically. The most recent norms available are for the June 1967 examinations.

**ADMINISTRATION
DATES:**

The tests are given three times a year in January, June, and August. In 1968 they may be expected to be scheduled on January 23 and 26 and June 17 through June 21. They are administered only at official centers established within New York State.

OTHER SERVICES:

Regents examinations are rated locally by teachers under the supervision of the principal, who establishes and maintains proper rating standards. Uniform answer keys and rating guides are provided for each examination by the State Education Department, which receives a representative sampling of all papers. Ratings are then reviewed by a staff of trained, experienced teachers. The results of this review are reported back to each school. The State Regents high school diploma is awarded to a student who has completed 18 units of study and passed Regents examinations in English, social studies, and a major field of specialization.

COSTS:

*

PARTICIPATION:

General use of the examinations is required in the public high schools of the State. The examinations are not, however, intended for all secondary school students. The number of students in any one high school that should take them differs according to their needs and abilities and the character of the courses offered.

NUMBER TESTED:

In 1967 approximately 1,500,000 examination papers were written by 650,000 students in approved public and private secondary schools.

REFERENCES:

Regents Examinations (1865-1965): 100 Years of
Quality Control in Education (1965)
Handbook on Examinations and Scholarships (1966)

**FOR FURTHER
INFORMATION:**

Winsor Lott
Chief, Bureau of Elementary and Secondary Educational
Testing
State Education Department
Albany, New York 12224

NEW YORK

5. New York State Regents Literacy Test

PURPOSES &
OBJECTIVES:

In accordance with a constitutional amendment approved in 1921, all voters in the State are required to read and write English. This test is designed to minimize subjective judgment on the part of the examiners. A certificate of literacy is issued to persons who pass the test or to those who could have passed the test except for physical disability.

ADMINISTRATION
& SUPERVISION:

Public school officials and election officials cooperate with each other and with the State Education Department. During periods of local registration, literacy tests are administered by teachers under the direction of local superintendents of schools. During periods of central registration, literacy tests are administered by Central Registration Boards.

GRADES:

The test is given to New York State residents seeking to vote for the first time in the State and who are unable to provide other acceptable evidence of literacy.

TEST:

The New York State Regents Literacy Test consists of a paragraph of 100-150 words written in simple language, followed by eight completion-type questions, which are based strictly on the paragraph content and can be answered in one or two words. Seven new tests are prepared annually by the Bureau of Elementary and Secondary Educational Testing of the State Education Department.

NORMS:

Each new test is administered to a sample of students in selected schools to ensure that it is at a proper level of difficulty.

ADMINISTRATION
DATES:

The test is given on days designated for registration of voters and at hours designated by the superintendent of schools. On or before the second Monday preceding the first day of registration in the fall, the superintendent notifies by mail the county board of elections of places, days, and times designated for the issuance of literacy certificates.

OTHER
SERVICES:

Each examiner is provided with an answer key for scoring the test. The examiner forwards to the appropriate superintendent or county board of elections a statistical report within two days after the last examination date. Superintendents and county boards of election use these reports as a basis for completing the annual report of literacy certificates issued.

COSTS:

No test fees are involved.

PARTICIPATION:

The test is required of some new voters in the State as proof of literacy in reading and writing English.

NUMBER TESTED:

8,000 applicants were tested in 1966.

REFERENCE:

Literacy Testing and the Issuance of Certificates of Literacy - informational bulletin (1967)

FOR FURTHER
INFORMATION:

Winsor Lott
Chief, Bureau of Elementary and Secondary
Educational Testing
State Education Department
Albany, New York 12224

6. New York State Regents Scholarship and College Qualification
Test

PURPOSES &
OBJECTIVES:

This test provides the basis for making scholarship awards and serves a general college guidance function. Regents scholarships are valid only for attendance at an approved college (including a junior college or community college) in New York State in a program leading to a degree. Four types of Regents scholarships are available to high school graduates of New York State:

1. Regents College Scholarship
2. Regents Scholarship for Basic Professional Education in Nursing
3. Regents Scholarship for Children of Deceased and Disabled Veterans
4. Regents Scholarship in Cornell University

NEW YORK

Awards in all four scholarships are based upon competitive standing in the Regents Scholarship and College Qualification Test. The examination also serves as an admissions test to the State University of New York and may be taken solely for scholar incentive purposes.

ADMINISTRATION & SUPERVISION:

The State Education Department conducts the program. The examination is administered only under the supervision of principals of registered high schools in the State.

GRADES:

High school seniors are given the test. To be eligible to compete for the scholarships, these students must be legal residents of the State for one year prior to the effective date of the scholarship award, and to continue to be entitled to the scholarship they must maintain residence in the State.

TEST:

The test consists of two parts, both of which must be taken by candidates for all four scholarships:

Part 1 - a test of general scholastic aptitude, which contains about 150 questions intended to measure ability to think clearly and accurately. These questions depend upon general capacity to undertake college-level work successfully. A qualifying writing exercise is included.

Part 2 - a test of subject-matter achievement directly related to courses studied in high school. The subjects covered and approximate number of credits assigned to each subject are as follows: art and music (10); English (40); mathematics (through 10th year mathematics) (30); science (general science and biology) (30); social studies (40).

NORMS:

A minimum "semifinalist" score for each county is indicated. A distribution of scholarship test scores for all candidates is presented in the Regents Examination Profile. Percentile bands show a candidate's relative standing among all scholarship candidates.

ADMINISTRATION

DATES:

The test is usually administered early in October, in the morning and afternoon, at approved senior high schools in the State.

OTHER

SERVICES:

Applications are filed by high school principals. Results are reported by the State Education Department to schools in two phases: late November and about the middle of February. In late November, each school receives a school report listing the students in alphabetical order and reporting their raw scores and State percentile ranks in part 1, part 2, and total test. About the middle of February, each school receives printed lists of winners and alternates in the scholarship competition. Also, candidates receive direct notification of the results from the State Education Department. Winners of Regents Scholarships in Cornell University are notified by Cornell University. The State University also receives a report of scores in December for use in determining eligibility for admissions.

COSTS:

None.

PARTICIPATION:

The test is administered by all approved high schools to all students with college potential.

NUMBER TESTED:

Roughly 165,000 students are tested annually. 20,000 Regents scholarships are awarded each year.

REFERENCES:

Opening the Door to College Study - informational handbook for candidates (1967)
Handbook on Examinations and Scholarships (1966)

FOR FURTHER
INFORMATION:

John McGuire
Chief, Bureau of Higher and Professional Educational Testing
State Education Department
Albany, New York 12224

NEW YORK

7. New York State School Testing Services

The following materials and services are offered to schools in New York State by the Division of Educational Testing, State Education Department, Albany, New York 12224:

- a. Using Standardized Tests
 - 1) The School Testing Program: A Guide to the Selection and Use of Standardized Tests (special bulletin)
 - 2) Through the cooperation of test publishers, the Department has assembled loan packets of representative standardized tests, classified by purpose and grade range.
- b. Using Classroom Tests
 - 1) Improving the Classroom Test: A Manual of Test Construction Procedures for the Classroom Teacher
 - 2) Sourcebooks of Test Items
 - a) Sourcebook of Test Items for the Advanced Placement Program in American History
 - b) Sourcebooks of Test Items for Junior High School Teachers: English, General Science, Mathematics, and Social Studies
- c. Test Advisory Service - The Bureau of Pupil Testing and Advisory Services of the Division of Educational Testing provides detailed information on important test features and assists schools in all phases of developing sound student evaluation programs involving the use of tests and other instruments.

8. New York State Standardized Tests

PURPOSES & OBJECTIVES:

A number of standardized tests are provided by the State Education Department to help improve educational programs in schools of the State. This objective is carried out by evaluating the general effectiveness of programs in terms of State courses

of study and by planning classroom instruction toward meeting the specific needs of the students. Test results may bring to light individuals and class groups that have been making exceptionally good progress, as well as students who require further testing with diagnostic instruments.

**ADMINISTRATION
& SUPERVISION:**

Materials are provided by the State Education Department, with tests administered by local schools.

GRADES:

3 through 12.

Beginning of grade 3 (arithmetic and reading only) and beginning of grade 6: Elementary school achievement tests

Grades 7 through 9: New York State Junior High School Test Battery

High School (usually grade 11 or early in grade 12): Minimum Competence Tests in Arithmetic Fundamentals and Reading

Grades 4 through 12: New York State Physical Fitness Tests

TESTS:

Elementary school achievement tests - a battery of standardized tests designed to measure achievement in major areas of the elementary school curriculum: arithmetic, reading, science, and social studies. These instruments, completely objective, are based on the curriculum recommendations for New York State elementary schools. Two equivalent forms are available for each test. The total working time required for any one is no more than 60 minutes. The arithmetic and reading tests for grades 3 and 6 are included in the Pupil Evaluation Program.

Minimum Competence Test in Arithmetic Fundamentals and Minimum Competence Test in Reading - enable schools to evaluate arithmetic achievement and reading in terms of minimum standards for high school graduation. The tests are at present included in the Pupil Evaluation Program.

NEW YORK

New York State Junior High School Test Battery - consists of a scholastic ability test and four achievement tests in major areas of the junior high school curriculum (based on State courses): English, general science, mathematics, and social studies. Two equivalent forms are available for all instruments, which are completely objective. The total working time required for any one is no more than 80 minutes.

New York State Physical Fitness Tests, which consist of:

1. a performance-type test containing items on accuracy, agility, balance, endurance, posture, speed, and strength (testing time: about 3 hours per class)
2. a briefer screening test that evaluates four of the seven components tested in the longer battery: agility, endurance, speed, and strength (testing time: about 30 minutes per class)

NORMS:

Test manuals contain tables of norms that present the percentile equivalents of total and part test scores, based on the performance of representative groups of New York State students. Separate norms are provided for alternate forms of tests.

ADMINISTRATION DATES:

Elementary school achievement tests are given at the beginning of the academic year. Other instruments are administered periodically.

OTHER SERVICES:

Teacher's manuals, answer sheets, scoring stencils, and class record sheets are furnished.

COSTS:

Copies of all materials are provided at no cost to principals of public and private schools in New York State and to city, village, district, and diocesan and other nonpublic superintendents for use in schools under their supervision.

PARTICIPATION:

Local school administration determines participation.

NUMBER TESTED:

*

NEW YORK

REFERENCE: Handbook on Examinations and Scholarships (1966)

FOR FURTHER
INFORMATION:

Winsor Lott
Chief, Bureau of Elementary and Secondary
Educational Testing
State Education Department
Albany, New York 12224

NORTH CAROLINA

STATE:

NORTH CAROLINA

No statewide testing program is currently offered in North Carolina. Tests are employed by virtually all local school systems, many of which use the same tests, but there is no uniform statewide program.

Source of information:

James W. Little
Director, Guidance and Testing Center
University of North Carolina
Chapel Hill, North Carolina 27514

STATE: NORTH DAKOTA

PURPOSES &
OBJECTIVES:

The major objectives of the program are to:

1. identify students with outstanding aptitudes and abilities in public elementary and secondary schools
2. provide such information about the aptitudes and abilities of students as may be needed in connection with the guidance and counseling program under the plan
3. furnish data to assist institutions and prospective employers in assessing the educational and occupational potential of students seeking admission to educational or training institutions or employment
4. enable teachers and school officials to become more quickly and dependably acquainted with the educational accomplishments and abilities of each student in order that instruction and guidance may be better adapted to his individual needs, interests, and abilities
5. supply the teacher, counselor, student, and parent with important information needed for earlier and more effective planning toward appropriate educational and vocational goals
6. provide the school official with an objective and dependable basis for the evaluation of school and class achievement and to help the administrator and supervisor identify those areas of the instructional program most in need of greater emphasis or of curriculum reorganization

ADMINISTRATION
& SUPERVISION:

The program is conducted by the State Department of Public Instruction.

GRADES: 4, 6, 8, 9, and 11

TESTS: Iowa Tests of Basic Skills or
SRA Achievement Series (Grades 4, 6, and 8) and
Iowa Tests of Educational Development (Grades
9 and 11)

NORTH DAKOTA

NORMS: State and national norms are utilized.

ADMINISTRATION
DATES: In the 1967 program, tests were administered from September 25 through September 29.

OTHER
SERVICES: Regional meetings on test administration and interpretation are offered.

COSTS: The State pays 20 cents per test for either the Iowa Tests of Basic Skills or the SRA Achievement Series for grades 4, 6, and 8. Tests for grades 3, 5, and 7, if given, must be purchased solely by local school districts. The State pays 45 cents of the total cost of each of the Iowa Tests of Educational Development.

PARTICIPATION: The program is voluntary. Title V programs are mandatory.

NUMBER TESTED: 27,000 students in grades 4, 6, and 8 (73 percent of enrollment) and 23,000 students in grades 9 and 11 (96 percent of enrollment) are tested annually.

REFERENCE: General Instructions - 1967-1968 Statewide Testing Program

FOR FURTHER
INFORMATION: Glenn R. Dolan
Director of Guidance Services and Testing
State Department of Public Instruction
Bismarck, North Dakota 58501

STATE: OHIO

1. Ohio Adult Equivalency Testing Programs
2. Ohio Diagnostic Test Series
3. Ohio History Test
4. Ohio Survey Tests
5. Ohio Tests of Scholastic Achievement

1. Ohio Adult Equivalency Testing Programs

PURPOSES &

OBJECTIVES:

Two basic testing programs are offered to adults who have never completed high school.

A letter of equivalence for the appropriate grade level is issued to applicants on the basis of successful performance on the Ohio Equivalency Tests for Grades 8, 9, and 10. The tests evaluate skills that are considered basic to educational proficiency for the various grade levels. Persons applying for the letter of equivalence should make arrangements for testing through a local school counselor or administrator.

The Statement of High School Equivalence is issued on the basis of an applicant's successful performance on the Tests of General Educational Development. These tests evaluate skills in comprehension and in the interpretation of materials considered to be a part of the common culture of most high school graduates. Tests must be taken at one of 35 authorized centers in Ohio. Special arrangements for testing service personnel are made through the facilities of the United States Armed Forces Institute.

ADMINISTRATION
& SUPERVISION:

The tests are administered by Ohio Testing Services, in cooperation with the Division of Elementary and Secondary Education, State Department of Education, and selected high school centers.

GRADES:

No age stipulation is noted in the requirement for taking the Ohio Equivalency Tests for Grades 8, 9, and 10.

Any individual who is at least nineteen years of age and who has lived in Ohio six months is eligible to take the Tests of General Educational Development.

TESTS:

The Ohio Equivalency Tests for Grades 8, 9, and 10 include:

OHIO

Arithmetic	Science
Language	Social Studies
Paragraph Meaning	Spelling

The Tests of General Educational Development include:

Correctness and Effectiveness of Expression
General Mathematical Ability
Interpretation of Literary Materials
Interpretation of Reading Materials in Social Studies
Interpretation of Reading Materials in the Natural Sciences

NORMS: Norms are developed on a nationwide basis.

ADMINISTRATION
DATES: Dates are established by each test center.

OTHER
SERVICES: *

COSTS: A \$2 fee is required for the Ohio Equivalency Tests for Grades 8, 9, and 10. There is a \$5 application fee and a test center fee for the Tests of General Educational Development.

PARTICIPATION: The programs are voluntary.

NUMBER TESTED: 3,800 persons are tested annually.

REFERENCE: Ohio Testing Services Catalog (1968)

FOR FURTHER
INFORMATION: Paul E. Kohli
State Supervisor, Ohio Testing Services
Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

2. Ohio Diagnostic Test Series

PURPOSES &
OBJECTIVES: This series is the second phase of a test development program proposed approximately three years ago after a study of testing needs in Ohio by the State

Department of Education and representatives of Ohio schools. The diagnostic series includes four batteries of tests, two in mathematics and two in reading, which are used for intensive study of students showing indications of weaknesses or problems in mathematics and reading.

**ADMINISTRATION
& SUPERVISION:**

This program is administered by the Ohio Testing Services Section, under the direction of the Division of Guidance and Testing, State Department of Education.

GRADES:

2 through 8.

Level I is designed for grades 2.5 to 4.5.
Level II is designed for grades 4.6 to 8.5.

TESTS:

Ohio Diagnostic Mathematics Tests: Levels I, II
Ohio Diagnostic Reading Tests: Levels I, II

NORMS:

Norms have been developed on carefully selected samples of students at each grade level. Ohio normative data are being developed on a matched sample of students who have taken the diagnostic reading test and the reading achievement section on the Ohio Survey Tests, or on a matched sample of students who have taken the diagnostic mathematics test and the mathematics achievement section on the Ohio Survey Tests. Norms are available in percentiles and stanines.

**ADMINISTRATION
DATES:**

Tests are administered as the need for review of certain aspects of either mathematics or reading performance arises.

**OTHER
SERVICES:**

The tests are designed in such a way that teachers can administer, score, and interpret the various parts of the instruments. The tests and suggestions for using the results in remedial instruction are designed for pre-instructional evaluation.

COSTS:

Package of 15 test booklets	\$3.00
Scoring key for test booklet	.50
Specimen set (each level)	.75
(complete level)	3.00

PARTICIPATION:

Voluntary.

OHIO

NUMBER TESTED: *

REFERENCE: Ohio Testing Services Catalog (1968)

FOR FURTHER
INFORMATION: Paul E. Kohli
State Supervisor, Ohio Testing Services
Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

3. Ohio History Test

PURPOSES &
OBJECTIVES: This test is sponsored by the Ohio History Committee of Ohio University. Participants are awarded certificates of merit and monetary prizes based on their performance in the testing program. The major objectives of the contest are to increase the awareness of Ohio's high school students for the rich cultural heritage of their State, and to encourage them to become intelligent, well-informed citizens and voters.

ADMINISTRATION
& SUPERVISION: This program is administered by the Ohio Testing Services Section, under the direction of the Division of Guidance and Testing, State Department of Education.

GRADES: 11 and 12

TESTS: The program consists of a Preliminary Objective Test and a Final Essay Examination. The Preliminary Test is administered in local schools and is used as a basis for selecting those who will participate in the Final Examination.

NORMS: Ohio percentile ranks are reported for each student who participates in the Preliminary Test. High-ranking students in the Final Examination are eligible for cash awards and a scholarship to Ohio University.

ADMINISTRATION
DATES: Preliminary Objective Test: October 5 and 6, 1967
Final Essay Examination: November 17, 1967

Note: No information provided on 1968 test dates.

OTHER SERVICES: *

COSTS: There are no costs to students or local schools for either the Preliminary Test or Final Examination.

PARTICIPATION: The program is voluntary. Any eleventh or twelfth grade student who is taking or who has taken American history or government, and who has not previously won a State or county award in this program, may participate.

NUMBER TESTED: In 1967 more than 7,000 students participated in the program.

REFERENCE: Ohio Testing Services Catalog (1968)

FOR FURTHER INFORMATION: Paul E. Kohli
State Supervisor, Ohio Testing Services
Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

4. Ohio Survey Tests

PURPOSES & OBJECTIVES: The purpose of these tests is to measure ability and achievement of students, classes, special curriculum groups, and schools in order to assist students and school personnel to make better educational decisions. The tests were developed for Ohio Testing Services by Educational Testing Service in accordance with specifications developed by educational committees throughout the State. These tests represent the first major outcome of a special study of testing needs in the State.

ADMINISTRATION & SUPERVISION: This program is administered by the Ohio Testing Services Section, under the direction of the Division of Guidance and Testing, State Department of Education.

GRADES: 4, 6, 8, and 10

TESTS: The battery includes an ability test measuring mathematical and verbal ability and the following

OHIO

three achievement tests:

English Expression Test
Mathematics Achievement Tests
Reading Test

NORMS: Norms are developed from scores achieved by students who take the Ohio Survey Tests. In addition to State norms, local norms and certain county norms are provided.

**ADMINISTRATION
DATES:**

The tests are designed to be administered during the last two weeks of September.

**OTHER
SERVICES:**

Answer sheets are machine-scored by Ohio Testing Services.

Ohio Testing Services provides a total of ten score reports to schools. An interpretive manual is included, giving thorough instructions for use of results by teachers, counselors, and administrators. School reports include: Individual Student Labels, Class/Group Roster, Class/Group Achievement Test Item Analysis, Individual Student Subscore Summary, School/Grade Summary, School System Individual Raw Score Distribution, and Countywide Individual Raw Score Distribution by Type of System. Statewide reports include: Statewide Individual Raw Score Distribution, Statewide Distribution of Class Means, and Statewide Distribution of School Means.

A technical manual is furnished, giving reliability, standard error of measurement, and other pertinent data.

Ohio Testing Services also offers comprehensive consultative services to schools throughout the State. Some of these services include in-service workshops in educational measurement, use of tests, and interpretation of test results; appearance before tests and measurement classes in colleges and universities; assistance with research projects; and various related activities.

COSTS:

Test booklets, answer documents, all manuals, and the complete set of reports outlined above are furnished at a total cost of \$1 per student tested. Tests are eligible for reimbursement under Title V-A of the National Defense Education Act. Speciment sets are available for \$1.

PARTICIPATION: Voluntary.

NUMBER TESTED: In 1967 over a quarter of a million students were tested.

REFERENCE: Ohio Testing Services Catalog (1968)

FOR FURTHER INFORMATION: Paul E. Kohli
State Supervisor, Ohio Testing Services
Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

5. Ohio Tests of Scholastic Achievement

PURPOSES &
OBJECTIVES:

The principal objectives of these tests are to:

1. motivate students to greater scholastic effort
2. give measures of the scholastic achievement of students in single subject areas
3. identify and provide recognition for high achieving students

The testing program includes two phases. The first phase involves the administration of the Preliminary Examinations by teachers in the local schools to as many of their students as they wish to test. Results from these tests may then be used to evaluate how well each student is doing in the classroom, and to determine which students will participate in the Final. The second phase consists of the Final Examinations, administered at designated test centers throughout Ohio.

ADMINISTRATION
& SUPERVISION:

This program is administered by the Ohio Testing Services Section, under the direction of the Division of Guidance and Testing, State Department of Education.

GRADES:

7 through 12

TESTS:

Business Education
Bookkeeping (First Year)
Languages
English (9)

OHIO

English (10)
English (11)
English (12)
French (First Year)
French (Second Year)
German (First Year)
German (Second Year)
Latin (First Year)
Latin (Second Year)
Spanish (First Year)
Spanish (Second Year)
Mathematics
Algebra, Elementary
Algebra, Advanced
Plane Geometry
Music
Music Theory (First Year)
Sciences
Biology
Chemistry
Earth Science
General Science
Physics
Social Studies
American History
Senior Social Studies
World History

NORMS:

Preliminary Examinations: State, district, and division percentile norms are compiled for each subject and a complete norm table is returned to participating schools for use in selecting finalists.

Final Examinations: An Ohio norm table is provided so that a student's scores can be compared with scores of all other students taking the tests.

ADMINISTRATION

DATES:

Preliminary Examinations: March 14 through March 20, 1968
Final Examinations: May 4, 1968

OTHER

SERVICES:

Scoring for the Preliminary Examinations is done in local schools. Since all tests are multiple-choice, schools may wish to machine-score test results. Digitek answer sheets are available on an optional basis.*
For the Final Examinations, the scoring is machine-processed by Ohio Testing Services. Each school receives a roster giving students' scores and ranks in district and State.

COSTS: Preliminary Examination \$.10*
Scoring key .10*
Final Examination 1.00

*Machine-scoring is available at extra cost.

PARTICIPATION: Voluntary.

NUMBER TESTED: In 1967 more than 300,000 students were administered the Preliminary Examinations and over 30,000 students took the Final Examinations.

REFERENCE: Ohio Testing Services Catalog (1968)

FOR FURTHER
INFORMATION:

Paul E. Kohli
State Supervisor, Ohio Testing Services
Division of Guidance and Testing
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212

OKLAHOMA

STATE:

OKLAHOMA

The State Department of Education does not at present conduct a statewide testing program in Oklahoma. However, schools participating in Title V-A of the National Defense Education Act are required to test fourth grade students at the elementary school level and ninth grade students at the secondary school level. Test selection is determined by local school districts. The only restriction is that instruments must be generally recognized tests of intelligence, aptitude, or achievement that have been standardized and published.

In addition, Oklahoma school districts participating in projects financed by Title I of the Elementary and Secondary Education Act must administer a pre-test and a post-test to students included in the projects. As with NDEA testing, school districts have a choice of instruments so long as they are generally recognized tests that have been standardized and published.

Further information may be obtained from:

Blan E. Sandlin
Director, Guidance and Testing
State Department of Education
Oklahoma City, Oklahoma 73105

STATE:

OREGON

Oregon does not at present conduct a statewide testing program as such. Within a framework of minimum standards concerning the use of mental ability tests, achievement tests, and other types, local school districts choose and administer specific instruments they wish to use. The metropolitan area around Portland has been developing local norms for a number of tests.

Source of information:

Glen L. Weaver
Supervisor of Guidance Services
State Department of Education
Public Service Building
Salem, Oregon 97310

PENNSYLVANIA

STATE:

PENNSYLVANIA

The State Department of Public Instruction does not at present sponsor or mandate a statewide testing program. The Bureau of Guidance Services establishes minimum standards for testing in the public schools as a basis for reimbursing school districts with funds authorized by Title V-A of the National Defense Education Act. All school districts in Pennsylvania exceed these minimum standards. The Division of Testing assumes the role of consultant in assisting school districts to develop meaningful testing programs.

Further information may be obtained from:

Robert W. Pearl
Acting Coordinator, Division of Testing
State Department of Public Instruction
Box 911
Harrisburg, Pennsylvania 17126

STATE:

RHODE ISLAND

PURPOSES &
OBJECTIVES:

The Rhode Island Statewide Testing Program, which has been in effect since 1963, is designed primarily for the purpose of evaluating educational programs in the State. Its specific objectives are to provide:

1. a statewide survey to give an overall picture of student status in relation to national norms
2. information regarding educational development from grade to grade
3. bases for curriculum revisions or development
4. bases for change in instructional approach
5. data for educational and vocational guidance

ADMINISTRATION
& SUPERVISION:

The Division of Instructional Services, under the direction of Associate Commissioner Grace M. Glynn, is responsible for the testing program. The program is supervised by Eileen A. Matteo, Consultant, Elementary Guidance, of the State Department of Education. The Department contracts the entire test operation with the Educational Services Center at Rhode Island College. Each elementary school and/or school system in the State designates a supervisor to coordinate the testing program for the particular school or school system. For the most part, tests are administered by classroom teachers.

GRADES:

4 and 6

TESTS:

All students are administered the same test battery. The following instruments are employed:

California Achievement Tests, 1957 Edition
with 1963 Norms: Elementary Level -
Form W
California Short-Form Test of Mental Maturity,
1963 Revision: Level 2
Scholastic (Testing Service) Work Study Skills
Test: Form D14

RHODE ISLAND

NORMS:

Publishers' national norms are routinely reported to schools. In addition, State norms are distributed to schools for analysis of individual student performance. State norms indicate achievement of students at various levels of intelligence. Percentile norms, for example, reveal the performance of students with IQ's in the 80-90 range. School systems are furnished classroom means, school means, and school district means. School performance is given in the form of raw scores and in IQ-equated scores.

ADMINISTRATION DATES:

Tests are administered in the early fall of each academic year, generally in September, but no later than October 15.

OTHER SERVICES:

The Educational Services Center furnishes all materials incidental to the testing, scores and services answer sheets, and supplies schools through the State Department of Education with data obtained from the scores in forms that may be used for cumulative records and for interpreting individual school and school system results.

Orientation seminars are held with test supervisors and teachers to explain testing procedures. Posttesting conferences on a school system basis by committees of specialists in reading, arithmetic, guidance, and testing are also provided. These committees assist school personnel in test interpretation.

COSTS:

Funds for operating the program are appropriated by the State Legislature. There are no costs to local schools or school districts, reimbursement by the State government, or student test fees. Direct costs for contracted services and educational consultants are currently \$35,000.

PARTICIPATION:

The program is mandatory by State law. All public, parochial, and independent school students enrolled in regular fourth and sixth grade classes are tested.

NUMBER TESTED:

Approximately 32,700 students are tested annually, with the distribution as follows:

RHODE ISLAND

Grade 4 - 16,500

Grade 6 - 16,200

REFERENCE:

Information obtained through correspondence.
Reports to the State Board of Education have
not been made public.

FOR FURTHER
INFORMATION:

John A. Finger, Jr.
Director of Educational Services
Rhode Island College
Providence, Rhode Island 02908

Eileen A. Matteo
Consultant, Elementary Guidance
State Department of Education
Roger Williams Building
Hayes Street
Providence, Rhode Island 02908

SOUTH CAROLINA

STATE: SOUTH CAROLINA

PURPOSES &
OBJECTIVES:

South Carolina does not at present offer a statewide testing program per se. The Free Test Scoring Service is, however, provided by the State. It serves the scoring needs of all schools in South Carolina.

ADMINISTRATION
& SUPERVISION:

This service is administered by Guidance Services of the Office of General Education, Division of Instruction, and comes under the supervision of the State Department of Education.

GRADES:

4 through 12. The Service does not score tests of any kind below the fourth grade level. Kindergarten, first, second, and third grade tests must be scored locally or by test publishers.

TESTS:

The following instruments will be scored and converted in 1967-1968:

California Achievement Tests, 1957

Edition with 1963 Norms:

Elementary Level - Forms W, X, Y, Z

Junior High Level - Forms W, X, Y, Z

Advanced Level - Forms W, X, Y

California Short-Form Test of Mental Maturity,

1963 Revision: Levels 2, 2H, 3, 4

Cooperative English Tests: English

Expression - Forms 2A, 2B, 2C

Cooperative English Tests: Reading

Comprehension - Forms 2A, 2B, 2C

Iowa Tests of Basic Skills: Forms 1, 2, 3, 4

Otis Quick-Scoring Mental Ability Tests:

Beta Test, Revised - Forms CM, DM, EM, FM

Gamma Test, Revised - Forms AM, BM, EM, FM

School and College Ability Tests: Forms 2A,

2B, 3A, 3B, 4A, 4B

Sequential Tests of Educational Progress:

Forms 2A, 2B, 3A, 3B

Stanford Achievement Test:

Intermediate I Battery - Forms W, X, Y

Intermediate II Battery - Forms W, X, Y

Advanced Battery - Forms W, X, Y

SOUTH CAROLINA

Initially, raw scores will be provided on the following tests. In the event that additional conversion programs are completed on any of these instruments, the schools will be notified.

Iowa Tests of Educational Development:

Forms X4, Y4

Lorge-Thorndike Intelligence Tests, Separate

Level Edition: Levels 3, 4, 5 - Forms A, B

SRA Achievement Series: Grades 4-9 - Forms

A, B, C, D

Raw scores only with no converted score information available for 1967-1968 will be furnished for:

Lorge-Thorndike Intelligence Tests, Multi-

Level Edition: Levels B, C, D, E, F, G -

Forms 1, 2

Nelson Reading Test: Forms A, B

Stanford Achievement Test: High School

Battery - Forms W, X

SCORING

DATES:

The General Information Bulletin should be consulted to find appropriate scoring dates for each test. Procedures for reserving scoring dates are also outlined.

PROJECTED

PRACTICES:

Long-range goals of the Scoring Service include:

South Carolina State norms

District norms (when requested)

Individual and group item analysis

District-wide frequency distributions

Two gummed labels

Priority school reports made individually or as a group by district

These programs will be validated working with single districts and completely perfected before being made available statewide.

REFERENCE:

Free Test Scoring Service - General Information Bulletin (August 1967)

SOUTH CAROLINA

FOR FURTHER
INFORMATION:

Ted B. Freeman
Supervisor of Testing
Guidance Services
Office of General Education
Division of Instruction
State Department of Education
810 Rutledge Building
Columbia, South Carolina 29201

STATE: SOUTH DAKOTA

PURPOSES & OBJECTIVES: No specific objectives are cited for the testing program.

ADMINISTRATION & SUPERVISION: The Division of Pupil Personnel Services, State Department of Public Instruction, administers the program.

GRADES: 9 and 11

TESTS: Iowa Tests of Educational Development (Grades 9 and 11)
Lorge-Thorndike Intelligence Tests: Level 4 (Grade 9)

NORMS: Local, State, and national norms are provided.

ADMINISTRATION DATES: October and November

OTHER SERVICES: Scoring, reporting, and statistical analysis services for the Iowa Tests of Educational Development are available through Science Research Associates, Inc. Area workshops on the administration, use, and interpretation of these tests are held each year for administrators, counselors, and teachers. The Lorge-Thorndike Intelligence Tests are scored by South Dakota State University.

COSTS: The Iowa Tests of Educational Development are available through funds authorized by Title V-A of the National Defense Education Act. For the Lorge-Thorndike Intelligence Tests, also purchased through Title V-A funds, there is a charge to local schools of 20 cents per student covering scoring services by South Dakota State University. Verbal and nonverbal IQ scores are included in these services.

PARTICIPATION: The program is voluntary.

NUMBER TESTED: No figures are given. 95 percent of schools participate in the ITED program, whereas 90 percent use the Lorge-Thorndike Intelligence Tests.

SOUTH DAKOTA

REFERENCE: Information obtained through correspondence and from memoranda.

FOR FURTHER
INFORMATION:

Pauline Sherer
Administrator, Guidance and Counseling Services
Division of Pupil Personnel Services
State Department of Public Instruction
804 North Euclid
Pierre, South Dakota 57501

STATE:

TENNESSEE

PURPOSES &
OBJECTIVES:

The principal objective of the program is to meet the testing needs of each local school system by providing services at minimal cost through quantity buying. Administrative, instructional, and guidance purposes are also served. Consultative services are furnished by State Testing Bureau personnel and by State supervisors in guidance and testing.

The State Testing Bureau administers for the State Department of Education a program authorized by Title V-A of the National Defense Education Act. Prescribed test materials and complete processing of answer sheets are included.

Orders for testing in projects under Title I of the Elementary and Secondary Education Act are sent directly to the Bureau by local superintendents of schools or by persons duly authorized by the superintendents to expend Title I funds.

ADMINISTRATION
& SUPERVISION:

The University of Tennessee offers physical facilities, personnel, and fiscal accounting. The State Department of Education provides direction.

GRADES:

Kindergarten through grade 12. The grades tested vary according to the particular needs of individual schools.

TESTS:

Achievement test batteries and achievement tests in English, foreign languages, mathematics, science, and social studies are utilized. Other instruments administered include:

- critical thinking test
- intelligence tests
- problem checklist
- readiness tests
- reading tests
- study skills tests
- vocational interest tests

The Tennessee History and Government Test, which is locally constructed, is also given. A complete list of test titles may be found in the Catalog of Standardized Tests and Services.

TENNESSEE

NORMS: National and local norms are available.

ADMINISTRATION

DATES: School systems determine their own test administration dates.

OTHER

SERVICES: Scoring and reporting services are offered to State colleges and universities. Hand-scoring or machine-scoring, or both, are employed on all instruments. Class lists with number of students tested, mean, and standard deviation, press-on labels, and student profiles are furnished for all achievement and aptitude batteries. Press-on labels are available on all intelligence tests. Item responses are used on the Stanford Achievement Test, whereas item analysis is employed for teacher-made tests. Statistical services in research are also offered.

COSTS: The program is financially supported in part by the State Department of Education. Current costs are listed in the 1967-1968 Catalog.

PARTICIPATION: Voluntary, but most school systems participate.

NUMBER TESTED: Approximately one million students are tested annually.

REFERENCE: Tennessee State Testing Bureau 1967-1968 Catalog of Standardized Tests and Services

FOR FURTHER
INFORMATION:

John N. Hooker
Supervisor, Pupil Guidance and Testing
Tennessee State Testing Bureau
University of Tennessee
1000 White Avenue
Knoxville, Tennessee 37916

STATE: TEXAS

1. Texas Education Agency Sponsored Testing Program (NDEA)
2. University of Texas Program of Credit and Advanced Placement by Examination

1. Texas Education Agency Sponsored Testing Program (NDEA)

PURPOSES &
OBJECTIVES:

This program is offered in accordance with the provisions of Title V-A of the National Defense Education Act (as amended in 1965). The intent of the program is to provide carefully selected standardized tests to augment, when necessary, a school district's regular program of ability and achievement testing. The principal objectives are to:

1. identify students with outstanding abilities
2. provide such information about the aptitudes and abilities of students as may be needed in connection with the counseling and guidance program under the State Plan
3. furnish data to assist institutions and prospective employers in assessing the educational and occupational potential of students for admission to educational or training institutions or employment
4. provide information for developing an instructional program that will meet the needs of all students, with special emphasis on programs for the exceptional student

ADMINISTRATION
& SUPERVISION:

The program is conducted by the Division of Guidance Services, Texas Education Agency. Tests are administered by local school districts, with test coordinators for each district assuming responsibility for the proper administration of the program. The Division of Program Approvals approves registration and sends order forms to test coordinators.

GRADES: 7 and 9

•TEXAS

TESTS:

Seventh grade achievement tests, seventh grade scholastic ability tests, and ninth grade achievement tests are selected from a multiple list of instruments approved by the State Board of Education:

Academic Promise Tests: Form A (Grade 7)
Basic Achievement Tests (Science Research Associates, Inc.) (Grade 9)
California Achievement Tests, 1957 Edition with 1963 Norms:
Junior High Level (Grade 7)
Advanced Level (Grade 9)
California Short-Form Test of Mental Maturity, 1963 Revision:
Level 3 (Grade 7)
Contemporary Mathematics Test:
Junior High Level (Grade 7)
Junior High Level, Advanced Level, Contemporary Algebra (Grade 9)
Contemporary Tests of Scholastic Progress, 1965 Revision: Science, Social Studies (Grades 7 and 9)
Iowa Tests of Basic Skills (Grade 7)
Iowa Tests of Educational Development (Grade 9)
Lorge-Thorndike Intelligence Tests, Multi-Level Edition (Grade 7)
Metropolitan Achievement Tests: Advanced Battery (Grade 7)
Otis Quick-Scoring Mental Ability Tests: Beta Test (Grade 7)
SRA Achievement Series, Multi-Level Edition (Grade 7)
SRA Primary Mental Abilities (Tests) (Grade 7)
Stanford Achievement Test: Advanced Battery (Grades 7 and 9)
Tests of Academic Progress (Grade 9)

NORMS:

Publishers' national norms are made available.

ADMINISTRATION

DATES:

Schools may elect either fall or spring testing periods. Fall testing is done from October 15 to December 15, and the spring testing period is from March 15 to May 15. Schools may choose all fall, all spring, or a combination of fall and spring testing periods, but may not divide ability and achievement tests at the seventh grade level between the two periods.

OTHER
SERVICES:

Test publishers are under contract to furnish scoring services for all tests on the approved list. These services include an individual report for each student and a list report for each section, class, or district, depending on how the answer sheets are shipped to the companies. Publishers send student reports to school districts within 30 days after the answer sheets have been received by the companies.

COSTS:

School districts participating on a reimbursable basis are billed by test publishers. After they have paid the companies, the districts apply for reimbursement by the Texas Education Agency. In such cases, the Agency pays 50 percent of the total cost of testing services, which includes materials ordered, scoring services, and transportation. The exact percentage of reimbursement to districts depends upon the number of participating districts and the amount of available funds. Each September school districts are notified of the percentage for the year.

PARTICIPATION:

The program is voluntary. Schools may continue participation or withdraw from the program at any time.

NUMBER TESTED:

In the 1966-1967 program, 875 public school districts participated. Figures for student participation in that program are as follows:

<u>Area of Testing</u>	<u>Students Tested</u>	<u>Percent of Enrollment</u>
Grade 7 Ability Tests	151,076	77.4
Grade 7 Achievement Tests	147,650	75.6
Grade 9 Achievement Tests	136,211	78.9

REFERENCE:

1967-1968 Manual for the Texas Education Agency
Sponsored Testing Program (1967 Revised
Edition)

TEXAS

FOR FURTHER
INFORMATION:

Jack R. Gilliam
Director, Division of Guidance Services
Texas Education Agency
Austin, Texas 78711

2. University of Texas Program of Credit and Advanced Placement by Examination

The University of Texas at Austin, through its Testing Center, offers a program of course credit by examination in various subjects. These examinations may be taken not only by students who intend to enter the University of Texas immediately following secondary school graduation, but also by students who plan to enter another collegiate institution or to defer their entrance and subsequently enroll at the University. If a student who defers his entrance to the University becomes eligible by examination to receive course credit, that credit awaits him when he eventually matriculates. At the request of an examinee, the University will notify the collegiate institution in which the examinee plans to enroll initially of any credit for which he has become eligible by examination.

Several other colleges in Texas have indicated a willingness to grant students credit or advanced placement, or both, on the basis of these examinations.

Local examinations that can result in both course credit and course exemption (advanced placement) are offered in biology, chemistry, engineering graphics, German, and mathematics. In addition, College Board Admissions Tests are used for granting course credit and advanced placement in English, French, and Spanish. The College Board Advanced Placement Examinations are utilized for the same two purposes in 12 academic subjects.

REFERENCES:

Credit for Biology by Examination (February 1967)
Credit for Chemistry by Examination (June 1966)
Credit for Engineering Graphics by Examination
(February 1967)
Credit for English by Examination (June 1966)

Credit for French and Spanish by Examination

(June 1966)

Credit for German by Examination (February 1967)

Credit for Mathematics by Examination (January
1967)

Test Information for Main University Applicants

(February 1967)

FOR FURTHER
INFORMATION:

H. Paul Kelley
Director, Testing Center
University of Texas at Austin
Austin, Texas 78712

UTAH

STATE:

UTAH

There is no statewide testing program per se currently offered in Utah. The Testing Advisory Committee of the State does, however, recommend a program to assist local school districts. The three general functions of this proposed program are to:

1. collect information in order to meet the demands being placed upon the State Superintendent of Public Instruction
2. disseminate information to help in the improvement of curriculum and the guidance of the individual student
3. serve a consulting role with local school districts on all phases of the testing program

In addition, the Testing Advisory Committee distributes a listing of approved tests to be used in a program authorized by Title V-A of the National Defense Education Act. In accordance with the Utah State Plan for Guidance, Counseling, and Testing, reimbursement is limited to these approved instruments. If school districts wish to add tests to the approved list, they must submit test titles for approval to the Testing Advisory Committee through the Coordinator of Pupil Personnel Services. All control for testing in the State lies at the district or school level.

Further information may be obtained from:

Bruce Wainwright
Specialist, Educational Testing and
Measurement
State Board of Education
Office of the State Superintendent of
Public Instruction
1400 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

VERMONT

STATE: VERMONT

The State Department of Education does not at present offer a statewide testing program in Vermont.

Source of information:

Henry J. O'Donnell, III
Coordinator of Pupil Personnel Services
Division of Special Educational and Pupil
Personnel Services
State Department of Education
Montpelier, Vermont 05602

VIRGINIA

STATE: VIRGINIA

PURPOSES &
OBJECTIVES: The principal objective of the testing program is
the improvement of guidance and instruction.

ADMINISTRATION
& SUPERVISION: The program is conducted by the State Board of
Education.

GRADES: 1 through 12

TESTS: California Test of Mental Maturity: Level 3
(Grade 7)
Differential Aptitude Tests: Form L (Grade 8)
Iowa Silent Reading Tests: Form DM (Grade 7)
Kuhlmann-Anderson Intelligence Tests, Seventh
Edition:
Booklet B (Grade 2)
Booklet C (Grade 3)
Lorge-Thorndike Intelligence Tests: Level 3,
Form A (Grades 4 through 6)
Metropolitan Readiness Tests: Form A (Grade 1)
School and College Ability Tests:
Form 3A (Grade 9)
Form 2A (Grades 10 through 12)
Sequential Tests of Educational Progress:
Form 3A (Grade 9)
Form 2A (Grades 10 through 12)
SRA Achievement Series: Form C (Grade 4)

NORMS: *

ADMINISTRATION
DATES: Testing periods are as follows:

September 1 through October 2:

Kuhlmann-Anderson Intelligence Tests
Metropolitan Readiness Tests

September 1 through October 16:

California Test of Mental Maturity
Differential Aptitude Tests
Lorge-Thorndike Intelligence Tests

VIRGINIA

September 1 through November 3:

School and College Ability Tests
Sequential Tests of Educational Progress

March 1 through April 1:

Iowa Silent Reading Tests
SRA Achievement Series

OTHER
SERVICES:

Scoring Services are paid for by the State Board of Education.

COSTS:

Optional: State pays 100 percent of the cost of materials for the following:

Kuhlmann-Anderson Intelligence Tests:
Booklet B (Grade 2)
Metropolitan Readiness Tests

Optional: State pays 100 percent of the cost of materials up to 30 percent of total enrollment for the grade for the following:

Kuhlmann-Anderson Intelligence Tests:
Booklet C (Grade 3)

Statewide: State pays 100 percent of the cost of materials and scoring for the following:

California Test of Mental Maturity
Differential Aptitude Tests
Iowa Silent Reading Tests
Lorge-Thorndike Intelligence Tests (Grade 4)
School and College Ability Tests:
Form 3A (Grade 9)
Form 2A (Grade 11)
Sequential Tests of Educational Progress:
Form 3A (Grade 9)
Form 2A (Grade 11)
SRA Achievement Series

Optional: State pays 100 percent of the cost of materials and scoring up to 30 percent of enrollment for the following:

Lorge-Thorndike Intelligence Tests (Grades
5 and 6)

VIRGINIA

Optional: State pays 100 percent of the cost of materials and scoring for the following:

School and College Ability Tests: Form 2A
(Grades 10 and 12)

Sequential Tests of Educational Progress:
Form 2A (Grades 10 and 12)

PARTICIPATION: Grades 4, 7, 8, 9, and 11 must participate in the program.

NUMBER TESTED: Approximately 600,000 students are tested annually.

REFERENCE: "State Testing Schedule (1967-1968)"

FOR FURTHER
INFORMATION:

Clarence L. Kent
Supervisor, Guidance and Testing Service
State Board of Education
Richmond, Virginia 23216

STATE:

WASHINGTON

PURPOSES &
OBJECTIVES:

The Washington Pre-College Testing Program was initiated in January 1960. Its primary objectives are to:

1. provide students and their counselors, teachers, and administrators with information to be considered in educational and vocational planning
2. assist high schools and colleges in offering a common program of testing for multiple purposes
3. furnish a testing research program in which research is a fundamental and integral part directed toward providing more effective methods and data for testing and guidance
4. help students and high school personnel to determine the type of education or training desired after graduation from high school
5. assist colleges in placement of students
6. provide information and norms useful in evaluation and research

ADMINISTRATION
& SUPERVISION:

The Washington Pre-College Testing Committee, composed of 24 members representing high schools and colleges, is the principal policy-making committee of the program. It is assisted by two subcommittees: the Research Committee and the Finance Committee. Acting in an advisory capacity is the Washington Council on High School-College Relations, which serves as the governing board. In 1964 the program employed an executive secretary to supervise the central office and to coordinate administrative details. In 1966 a supervisor of research was added to the central office staff.

Each participating college has been designated as a testing center for a group of secondary schools. The center coordinates testing of these secondary schools by arranging administration dates and giving the test battery to students. It acts as a liaison with one of two processing centers, located at Washington State University for the area east of the Cascades and at the University

WASHINGTON

of Washington for the area west of the Cascades. These processing centers receive answer sheets from the testing centers, process the data by machine-scoring and computer analysis, and return the information to high schools in the form of data reports.

GRADE: 12

TESTS: A test battery, purchased from Educational Testing Service, contains the following nine subtests designed to program specifications: applied mathematics, English usage, mathematics achievement, mechanical reasoning, quantitative skills, reading comprehension, spatial ability, spelling, and vocabulary.

NORMS: State norms are provided.

ADMINISTRATION

DATES: Tests are administered in late spring.

OTHER

SERVICES: Proctoring, scoring, reporting, consultations with counselors, braille tests, and individual college and high school research services for counselor seminars are furnished.

COSTS: A fee of \$7 is paid by students. Special arrangements may be made for students in federal projects for the culturally disadvantaged and poverty programs.

PARTICIPATION: The program is strongly recommended by all two-year and four-year public and private colleges in the State. It is required by most of these institutions.

NUMBER TESTED: 33,810 students are tested annually.

REFERENCES: Lunneborg, Clifford E. "A Research Review of the Washington Pre-College Testing Program." Journal of Educational Measurement, Vol. 3, No. 2, Summer 1966, pages 157-166
Washington Pre-College Testing Program: Counselor's Manual, 1966-1967

WASHINGTON

FOR FURTHER
INFORMATION:

Hobart G. Jenkins
Executive Secretary, Washington Pre-College
Testing Program
114 Lewis Annex
University of Washington
Seattle, Washington 98105

WEST VIRGINIA

STATE: WEST VIRGINIA

PURPOSES & OBJECTIVES:

The West Virginia State-County Testing Program was initiated in 1958 by an act and accompanying appropriation of the West Virginia Legislature. Its major objective is to provide an evaluation of educational programs in the State.

ADMINISTRATION & SUPERVISION:

The program is administered by a supervisor of testing within the State Department of Education. The organizational pattern of the testing program has a test coordinator appointed by the county superintendent within each of the 55 school districts in the State. The coordinator supervises test administration and the provision of any related services that he may wish.

GRADES: 3, 6, 9, and 11

TESTS:

Otis-Lennon Mental Ability Test:

Elementary I Level - Form J (Grade 3)

Elementary II Level - Form J (Grade 6)

School and College Ability Tests:

Form 3B (Grade 9)

Form 2B (Grade 11)

Sequential Tests of Educational Progress:

Form 3B (Grade 9)

Form 2B (Grade 11)

Stanford Achievement Test:

Primary II Battery - Form W (Grade 3)

Intermediate II Battery - Form W (Grade 6)

NORMS:

Test results are reported in terms of national norms. In addition, State, county, school, and classroom norms are developed as appropriate.

ADMINISTRATION

DATES:

Mental ability tests are administered in grades 3 and 6 during October. Achievement tests are given in grades 3 and 6 during March. Mental ability and achievement tests are administered in grades 9 and 11 during October.

OTHER

SERVICES:

Supplementary materials from test publishers, scoring and reporting services, and in-service training in test administration and interpretation to assist teachers and counselors are offered.

COSTS: All materials and services, including scoring and postage, are paid for from State funds. No costs accrue to local school districts for any part of the program other than time consumed to administer tests.

PARTICIPATION: Every regularly enrolled student in grades 3, 6, 9, and 11 is tested. The program was originally developed on a voluntary basis, but for the past several years all schools and counties have participated.

NUMBER TESTED: 134,000 students are tested annually, with the grade distribution as follows:

Grade 3 - 37,000
Grade 6 - 36,000
Grade 9 - 33,000
Grade 11 - 28,000

REFERENCES: An annual report is published describing the results of the testing program in terms of its statewide meaning. Local school districts are also provided such materials as they may desire or request.

**FOR FURTHER
INFORMATION:**

Harry R. Snyder
Supervisor of Testing
State Department of Education
Capitol Building
Charleston, West Virginia 25305

WISCONSIN

STATE: WISCONSIN

PURPOSES &
OBJECTIVES: No specific objectives are cited.

ADMINISTRATION
& SUPERVISION: Policy for the Wisconsin State Testing Program is determined by a Testing Committee named by the Wisconsin Association of Secondary School Principals. The Student Affairs Division of the University of Wisconsin provides the services and administers the program.

GRADES: Exact grades are not specified, but tests listed on "Order Form" (Fall 1967) cover grades 3 through 12.

TESTS: Henmon-Nelson Tests of Mental Ability, Revised Edition.
Form B (Grades 3 through 5, 9 and 10)
Form A (Grades 6 through 8, 11 and 12)
Iowa Tests of Educational Development: Form Y3 (Grades 9 through 12)
School and College Ability Tests:
Level 5 (Grades 4 and 5)
Level 4 (Grades 6 and 7)
Level 3 (Grades 8 and 9)
Level 2 (Grades 10 through 12)
Sequential Tests of Educational Progress:
Level 4 (Grades 4 through 6)
Level 3 (Grades 7 through 9)
Level 2 (Grades 10 through 12)
Strong Vocational Interest Blank for Men
Strong Vocational Interest Blank for Women

NORMS: Publishers' national norms are used for tests administered in grades 3 through 7. Local norms for these instruments are available on request. State norms are utilized for tests given in grades 8 through 12.

ADMINISTRATION
DATES:

Tests are administered from September 1 through June 30.

OTHER
SERVICES:

Score reports are shipped with manuals of interpretation. These reports consist of class rosters, individual profiles, and adhesive labels.

COSTS: Prices for all materials are listed on "Order Form."

PARTICIPATION: The program is voluntary, with approximately 80 percent of schools participating at one or more grade level.

NUMBER TESTED: About 150,000 students are tested annually. 400,000 tests are administered.

REFERENCE: "Wisconsin State Testing Program Order Form"
(Fall 1967)

FOR FURTHER
INFORMATION: William F. Thomas
Director, Wisconsin State Testing Program
610 University Avenue
Madison, Wisconsin 53715

WYOMING

STATE:

WYOMING

There is currently no statewide testing program offered in Wyoming.

Source of information:

Bryan A. Schmidt
Testing Specialist
State Department of Education
Capitol Building
Cheyenne, Wyoming 82001

CANAL ZONE

GUAM

COMMONWEALTH OF PUERTO RICO

VIRGIN ISLANDS

CANAL ZONE

PURPOSES &
OBJECTIVES:

*

ADMINISTRATION
& SUPERVISION:

*

GRADES:

Kindergarten through grade 12

TESTS:

American College Testing Program (Optional - Grades 11 and 12)
 California Achievement Tests: Form X (Grades 1 and 2)
 College Board Scholastic Aptitude Test (Optional - Grades 11 and 12)
 Differential Aptitude Tests:
 Form L (Grade 8)
 Form M (Grade 10)
 Iowa Tests of Basic Skills:
 Form 3 (Grades 3, 5, and 7)
 Form 4 (Grades 4 and 6)
 Iowa Tests of Educational Development:
 Form Y4 (Grade 9)
 Form X4 (Grade 11)
 Kuder Preference Record (Optional - Grade 9)
 Lorge-Thorndike Intelligence Tests:
 Level 2 - Form A (Grade 2)
 Level 3 - Form B (Grade 4)
 Level 3 - Form A (Grade 6)
 Metropolitan Readiness Tests: Form A (Kindergarten)
 National Educational Development Tests (Optional - Grades 9 and 10)
 National Merit Scholarship Qualifying Test (Optional - Grade 11)
 Preliminary Scholastic Aptitude Test (Optional - Grades 11 and 12)
 School and College Ability Tests: Form 1A (Grade 12)

NORMS:

*

ADMINISTRATION
DATES:

1967-1968 Program: tests administered during the weeks of September 11, 18, and 25; and April 24-25.

OTHER
SERVICES:

Most tests are machine-scored. Tests at the kindergarten, first, and second grade levels are scored by teachers.

COSTS:

*

CANAL ZONE

PARTICIPATION: *

NUMBER TESTED: *

REFERENCES: Information obtained through correspondence and from
1967-1968 test schedule for Canal Zone schools.

FOR FURTHER
INFORMATION: James M. Wolf
Coordinator, Special Education
Division of Schools
Canal Zone Government
Balboa Heights, Canal Zone

GUAM

PURPOSES &
OBJECTIVES:

The principal objectives of the program are to:

1. help students in realistically appraising themselves so that sound decisions about courses of action may be taken
2. determine the extent of individual differences in the classroom
3. classify and group students in terms of their ability to profit from educational experiences

ADMINISTRATION
& SUPERVISION:

The Department of Education conducts the program.

GRADES:

1 through 12

TESTS:

California Achievement Tests, 1957 Edition with 1963

Norms:

Lower Primary Level - Forms W, X (Ungraded primary grades)

Upper Primary Level - Forms W, X (Ungraded primary grades)

Elementary Level - Forms W, X, Y, Z (Grades 4 and 5)

Junior High Level - Forms W, X, Y, Z (Grade 8)

Advanced Level - Forms W, X, Y (Grade 10)

California Short-Form Test of Mental Maturity, 1963 Revision (Grades 5, 7, and 11)

Differential Aptitude Tests (Grades 9 and 11)

Gates Reading Survey (Grade 6)

Iowa Algebra Aptitude Test, Revised Edition (Grade 8)

Kuder Preference Record--Vocational: Form CH (Grade 10)

New Basic Reading Tests, Multi-Ethnic Edition (Ungraded primary grades)

Otis Quick-Scoring Mental Ability Tests, New Edition (Ungraded primary grades)

School and College Ability Tests (Grade 12)

Stanford Achievement Test, 1964 Revision:

Intermediate II Battery - Forms W, X (Grade 6)

NORMS:

There is no indication that local norms are used.

ADMINISTRATION
DATES:

Tests are administered from September through March. Testing schedules for elementary and secondary public schools may be found in Appendices II and III of the Standardized Testing Program Handbook.

GUAM

OTHER
SERVICES:

Individual psychological services are offered to students enrolled in Guam public schools. These services include reading and psychological evaluations. Interviews with parents, particularly following testing, are encouraged.

COSTS:

*

PARTICIPATION:

The School and College Ability Tests are voluntary for college-bound students.

NUMBER TESTED:

90 percent of enrolled students are administered at least one test each year.

REFERENCE:

Standardized Testing Program Handbook: Guam Public Schools - Elementary-Secondary, by Robert R. Farrald and Mark A. Schuerman (October 1966)

FOR FURTHER
INFORMATION:

Mark A. Schuerman
Secondary Guidance and Testing Consultant
Guidance and Testing Office
Department of Education
Agana, Guam 96910

COMMONWEALTH OF PUERTO RICO

PURPOSES &
OBJECTIVES:

An island-wide testing program is administered to public school children in all 80 school districts under the provisions of Title V-A of the National Defense Education Act and in accordance with Law No. 64 (June 1956) of the Commonwealth of Puerto Rico for discovering talented students.

ADMINISTRATION
& SUPERVISION:

The Division of Evaluation, Office of Planning and Educational Development, Department of Education, is responsible for administering the program.

GRADES:

Kindergarten through grade 12

TESTS:

Instruments utilized in the program include a reading readiness test in kindergarten and grade 1, general ability and academic achievement tests in grades 1 through 12, and personality tests in grades 7 through 12. The achievement tests cover English, mathematics, science, social studies, and Spanish. A complete listing of test titles may be found in Pruebas en Uso, 1966-1967.

NORMS:

Norms are based on the performance of Puerto Rican students.

ADMINISTRATION
DATES:

1967-1968 program:

October 16 through October 27: general ability tests in grades 4, 7, and 10
November 13 through November 17: science and mathematics achievement tests in grade 8
January 29 through February 9: general ability tests in grade 1
February 26 through March 29: reading, English, and Spanish tests in grades 3, 6, 7, and 10

OTHER
SERVICES:

Scoring of tests for private school children and in-service training in evaluation techniques are provided.

COSTS:

All costs are met by appropriations of the Commonwealth Legislature.

PARTICIPATION:

The program is recommended for all public schools. It is voluntary for private schools.

PUERTO RICO

NUMBER TESTED: 591,608 public school children and 25,535 private school children were tested in the 1966-1967 program.

REFERENCE: Pruebas en Uso, 1966-1967

FOR FURTHER
INFORMATION:

Charles O. Hamill
Director, Division of Evaluation
Office of Planning and Educational Development
Department of Education
Commonwealth of Puerto Rico
Hato Rev. Puerto Rico 00919

VIRGIN ISLANDS

PURPOSES &
OBJECTIVES:

The principal objectives of the program are to:

1. help determine the academic strengths and weaknesses of each student
2. ascertain general levels of achievement that are feasible for both the individual student and the entire class
3. identify the student who is ready to begin formal first grade work
4. determine a student's general vocational interests and aptitudes, thereby enabling him to enroll in the academic program that is commensurate with his background and developmental potential
5. help each student to gain a better understanding of himself socially and vocationally as well as academically
6. aid teachers in grouping students for instructional purposes
7. assist in the early identification of underachievers, the intellectually gifted, and educationally retarded students so that they may be given proper attention in order to ensure maximum development of their potentialities
8. aid in the evaluation and planning of curricula and instructional programs
9. give parents insight into their child's achievements and capabilities so that they may have a better understanding of his academic and vocational needs and interests

ADMINISTRATION
& SUPERVISION:

Tests are administered at the elementary level by the Testing Coordinator, Director of Pupil Personnel Services, and other designated school personnel. They are administered at the secondary level by counselors. The Testing Coordinator is directly responsible for the overall functioning of the testing program. He, in cooperation with the Director of Pupil Personnel Services, plans and supervises the implementation of the program.

GRADES:

1 through 12

VIRGIN ISLANDS

TESTS: California Achievement Tests (Grades 2 through 8)
College Board Admissions Tests (Grade 12)
Differential Aptitude Tests (Grade 8)
General Aptitude Test Battery (Grade 12)
Lorge-Thorndike Intelligence Tests (Grades 2, 5,
and 7)
Metropolitan Readiness Tests (Grade 1)
School and College Ability Tests (Grades 9 and 11)
Sequential Tests of Educational Progress (Grades
10 and 12)
Strong Vocational Interest Blanks (Grade 11)

NORMS: *

ADMINISTRATION
DATES: The California Achievement Tests, Metropolitan
Readiness Tests, School and College Ability Tests,
and Sequential Tests of Educational Progress are
administered in the fall; the Lorge-Thorndike
Intelligence Tests, in the winter; the Differential
Aptitude Tests and Strong Vocational Interest
Blanks, in the spring; and the College Board
Admissions Tests and General Aptitude Test Battery,
"as offered."

OTHER
SERVICES: *

COSTS: *

PARTICIPATION: The program is compulsory, with every student
tested at least once each year.

NUMBER TESTED: *

REFERENCE: The Testing Handbook (September 1966)

FOR FURTHER
INFORMATION: Viridin C. Brown
Assistant Guidance Coordinator in-Charge-of Testing
Bureau of Pupil Personnel Services
Department of Education
Charlotte Amalie
St. Thomas, Virgin Islands 00802